DOCUMENT RESUME

ED 410 137 SO 027 338

AUTHOR Westley, Joan; Melton, Holly
TITLE Across America. Windows on Social Studies: Multicultural Adventures through Literature.
REPORT NO ISBN-1-56107-357-1
PUB DATE 94
NOTE 64p.; For related items in the same series, see SO 027 334-339.
AVAILABLE FROM Creative Publications, Customer Service, 5623 W. 115th Street, Worth, IL 60482-9931; telephone: 1-800-624-0822.
PUB TYPE Guides - Classroom - Teacher (052)
EDRS PRICE EDRS Price MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Childrens Literature; Elementary Education; Language Arts; Language Enrichment; *Multicultural Education; *Social Studies; Teaching Guides; *Thematic Approach

ABSTRACT

This resource book is one in a series containing lesson plans for grades 1-3 designed to support children's literature books sharing familiar social studies themes. "Across America" presents eight different children's books related to the theme. For each book social studies concepts are presented, followed by four activities called "windows." Some of these activities are cooking, making music, performing drama, creating art, and constructing landscapes and maps. These allow for discussion and comparison by the students of the lives of diverse people, past and present. A word bank, follow-up questions, and a synthesis section allow students to process information about the story characters and their own lives. Illustrations and a materials list conclude each activity section. The background readings used in this resource book include: (1) "Just Plain Fancy" (Patricia Polacco); (2) "Angel Child, Dragon Child" (Michele Maria Surat); (3) "Annie and the Old One" (Miska Miles); (4) "Tar Beach" (Faith Ringgold); (5) "Three Stalks of Corn" (Leo Politi); (6) "How My Parents Learned to Eat" (Ina Friedman); (7) "Shaker Lane" (Alice and Martin Provensen); and (8) "Ragtime Tumpie" (Alan Schroeder). (EH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

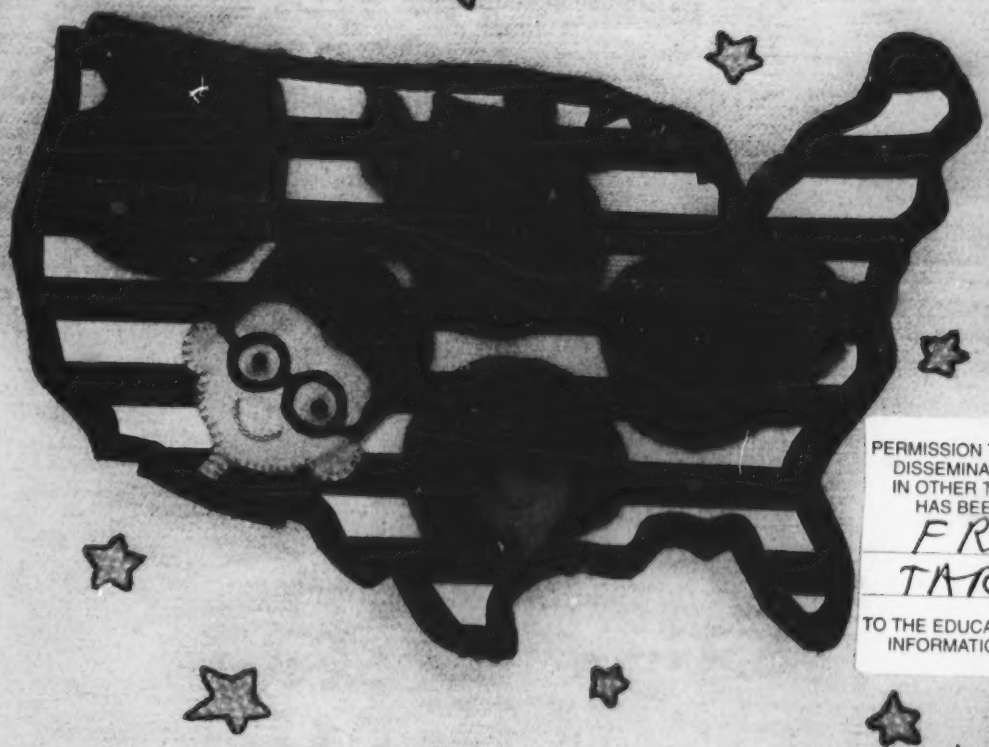
ED 410 137

Windows On Social Studies

Multicultural Adventures Through Literature

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
X This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Across America



PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN OTHER THAN PAPER COPY HAS BEEN GRANTED BY
FRANK TARSITANO
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

SO 027 338

Joan Westley
Holly Melton

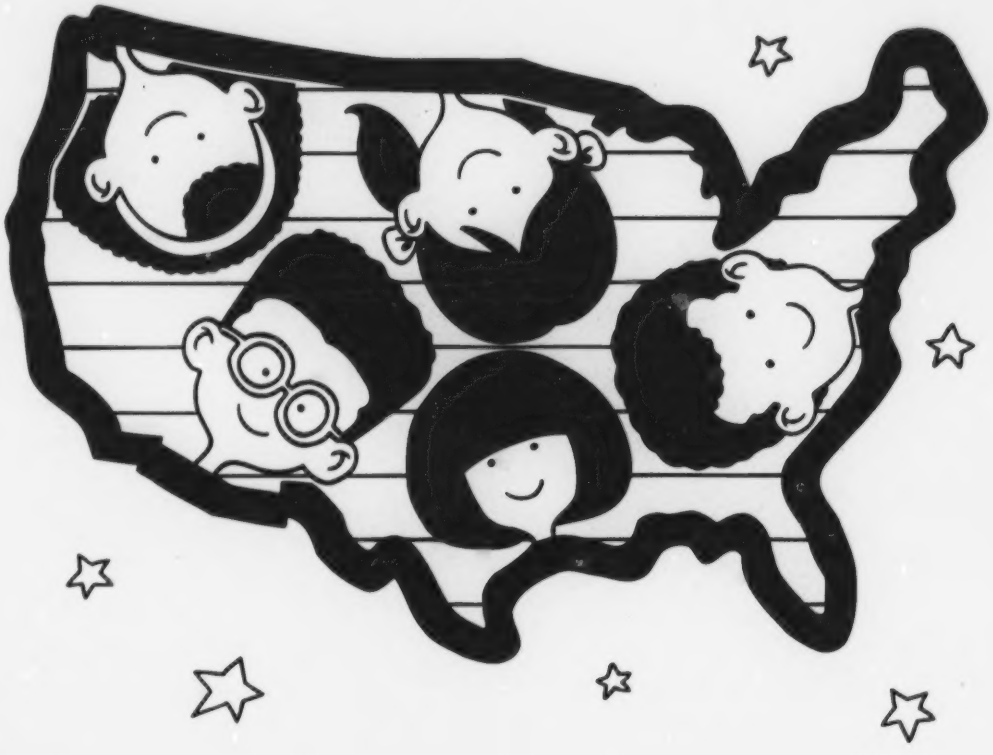
Creative Publications

BEST COPY AVAILABLE

Windows On Social Studies

Multicultural Adventures Through Literature

Across America



Joan Westley
Holly Melton

Creative Publications

Across America

The activities in this book are designed specifically to support the following children's books:

Friedman, Ina. *How My Parents Learned to Eat*. Boston: Houghton Mifflin Company, 1984.

Miles, Miska. *Annie and the Old One*. Boston, Little, Brown and Company, Inc., 1971.

Polacco, Patricia. *Just Plain Fancy*. New York: Bantam Books, 1990.

Politi, Leo. *Three Stalks of Corn*. New York: Charles Scribner's Sons, 1993.

Provensen, Alice and Martin. *Shaker Lane*. New York: Viking Kestral, 1987.

Ringgold, Faith. *Tar Beach*. New York: Crown Publishers, Inc., 1991.

Schroeder, Alan. *Ragtime Tumpie*. Little, Brown and Company, Inc., 1989.

Surat, Michele Maria. *Angel Child, Dragon Child*. New York: Scholastic Inc., 1983.

No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic or mechanical, photocopying, recording, or otherwise, without the prior written permission of the publisher. Permission to reproduce any part of this book must be requested in writing from Creative Publications, 1300 Villa Street, Mountain View, CA 94041.

Editors: Sarah Johnson, Beverly Hersh Lozoff

Multicultural reviewer: Dr. Joyce Buckner

Text designers: Hyru Gau, JoAnne Hammer

Illustrator: Duane Bibby

Cover designer: Hyru Gau

Cover artists: Ann Kvittum, Violeta Diaz

©1994 Creative Publications
1300 Villa Street
Mountain View, California 94041
Printed in U. S. A.

ISBN: 1-56107-357-1

2345678910

Table of Contents

Notes to the Teacher 6

Children's Books

Just Plain Fancy 10

Window 1: **Simplicity and Hard Work** 12
Activity: Comparing the Amish lifestyle with students' lifestyles
Concepts: Cultural diversity; continuity; work ethic; technology

Window 2: **My Job** 13
Activity: Describing chores
Concepts: Responsibilities; work; payment for work

Window 3: **Job Picture Graph** 14
Activity: Graphing chore preferences
Concepts: Work; graphs

Window 4: **A Classroom Frolic** 15
Activity: Planning and holding a working bee
Concepts: Working together; division of labor

Angel Child, Dragon Child 16

Window 1: ***Chao Buoi Sang*** 18
Activity: Planning a program for welcoming new students
Concepts: Empathy for newcomers; adjustment to new cultures; problem-solving

Window 2: **Oodles of Noodles** 19
Activity: Comparing rice and egg noodles
Concept: Foods from different cultures

Window 3: **The Illustrated Book of Names** 20
Activity: Depicting origins and meanings of names
Concepts: Personal history; name origins; uniqueness of the individual

Window 4: **A Fan for All Seasons** 21
Activity: Making fans that depict seasons
Concepts: Climate and the seasons; objects of a culture

Annie and the Old One 22

Window 1: **Earth to Earth** 24
Activity: Making discoveries about life and death cycles
Concepts: Continuity and change; life cycle

Window 2: **Nature's Harmony** 25
Activity: Appreciating Native American art themes and creating art
Concepts: Themes in Native American art; cultural beliefs and values; the natural world

Window 3: **Designs in Silver** 26
Activity: Creating "silver" jewelry
Concept: Art and craft of a culture

Window 4: **Desert Terrarium** 27
Activity: Creating a desert terrain model
Concepts: Geography and landforms; desert environment

Tar Beach 28
Window 1: **Fly Away!** 30
Activity: Taking imaginary flights
Concepts: Places in the community; communication; exploration
Window 2: **Quilt It!** 31
Activity: Making a quilt story
Concepts: Places in the community; art as storyteller
Window 3: **Looking Down on My Town** 32
Activity: Studying and making community picture maps
Concepts: Communities; relationship between aerial photos and maps; picture maps
Window 4: **Bridges** 33
Activity: Building a bridge
Concepts: Transportation; construction; building models; working together

Three Stalks of Corn 34
Window 1: **Foods from Corn** 36
Activity: Making tortillas, enchiladas, and tacos
Concept: Foods from a culture
Window 2: ***Abuelita*, Grandmother** 37
Activity: Making an illustrated bilingual dictionary
Concepts: Mexico/United States border; Mexican heritage; bilingualism; communication
Window 3: **Family History** 38
Activity: Interviewing grandparents or older relatives
Concepts: Family history; informational interviews; connecting with the past
Window 4: **What Can We Plant?** 39
Activity: Determining what plants can be grown in students' regions
Concept: Interrelationship among regions, their climates, and what plants can be grown

How My Parents Learned to Eat 40
Window 1: **How Couples Meet** 42
Activity: Interviewing couples and mapping places
Concepts: Informational interviews; oral history; map locations
Window 2: **Dining Japanese Style** 43
Activity: Preparing Japanese food and eating it with chopsticks
Concepts: Foods and eating styles from another culture
Window 3: ***Konnichi-wa, Sayô-nara*** 44
Activity: Learning Japanese words and making a Japanese lantern
Concepts: Character-based written language; objects of a culture
Window 4: **Mind Your Manners** 45
Activity: Role playing a visit to a Japanese restaurant
Concepts: Comparing cultures through role playing

Shaker Lane 46
Window 1: **A Dam in a Pan** 48
Activity: Making a three-dimensional table map
Concepts: Topography and geographic models; communities
Window 2: **Taking Sides** 49
Activity: Creating position posters and voting on an issue
Concepts: Issues and conflicts; supporting a position; voting
Window 3: **Do You Know the Way?** 50
Activity: Using a map of Shaker Lane
Concepts: Map locations; maps as sources of information
Window 4: **Shaker Lane Census** 51
Activity: Tallying populations in a book
Concepts: Population census; charts and data interpretation

Ragtime Tumpie 52
Window 1: **That Syncopated Rhythm** 54
Activity: Dancing to a ragtime rhythm
Concepts: Music of another era; connecting with the past
Window 2: **My Future Career** 55
Activity: Matching interests with careers
Concepts: Individual interests and talents; careers; present and future
Window 3: **Curtains Up!** 56
Activity: Putting on a vaudeville show
Concept: Connecting with the past through performing arts
Window 4: **What Can You Buy with a Dollar?** 57
Activity: Making economic choices
Concepts: Value of money; economic choices; wants and needs

Blackline Masters
Job Worksheet 58
Japanese Lantern 59
Shaker Lane Map 60
Play Money 61

Notes to the Teacher

What is *Windows on Social Studies: Multicultural Adventures Through Literature?*

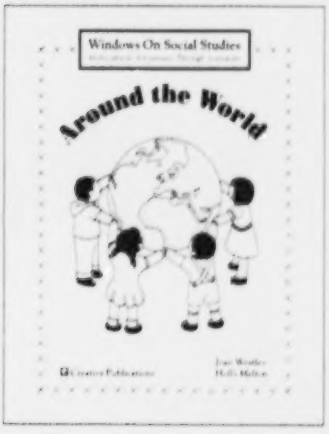
Windows on Social Studies: Multicultural Adventures Through Literature takes students on journeys around the world, and into the lives of its diverse people, past and present. The 32 captivating children's literature books recommended in this series are richly illustrated, excellent read-aloud selections that offer a treasure trove of experiences for students in grades 1-3. By listening to the stories and then discussing, comparing, and *doing*, students will discover the cultural, historical, and geographical diversity of the United States and the world.

The program consists of four resource books, each of which includes lesson plans to support eight children's literature books sharing a familiar social studies theme:

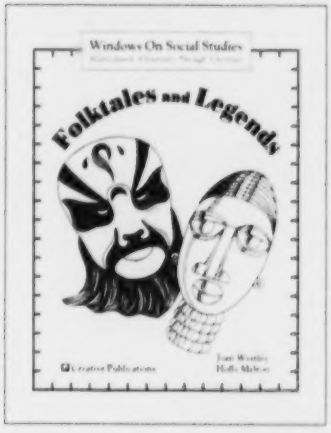
Long Ago Times

Across America

Around the World



Folktales and Legends



Each resource book introduces the children's books, gives map locations, vocabulary help, discussion questions, and other aids to understanding, and provides activities that:

- actively engage students, both intellectually and emotionally
- lead to an understanding of different people, places, cultures, traditions, and eras
- increase social skills and responsibilities
- expand economic awareness
- develop mapping and charting skills

The Table of Contents in the front of the book lists key social studies concepts inherent in each activity.

What is the philosophy of the program?

Windows on Social Studies delights in the beauty and enjoyment of fine children's literature. Children's literature is seen as an invaluable resource for exploring social studies concepts because students:

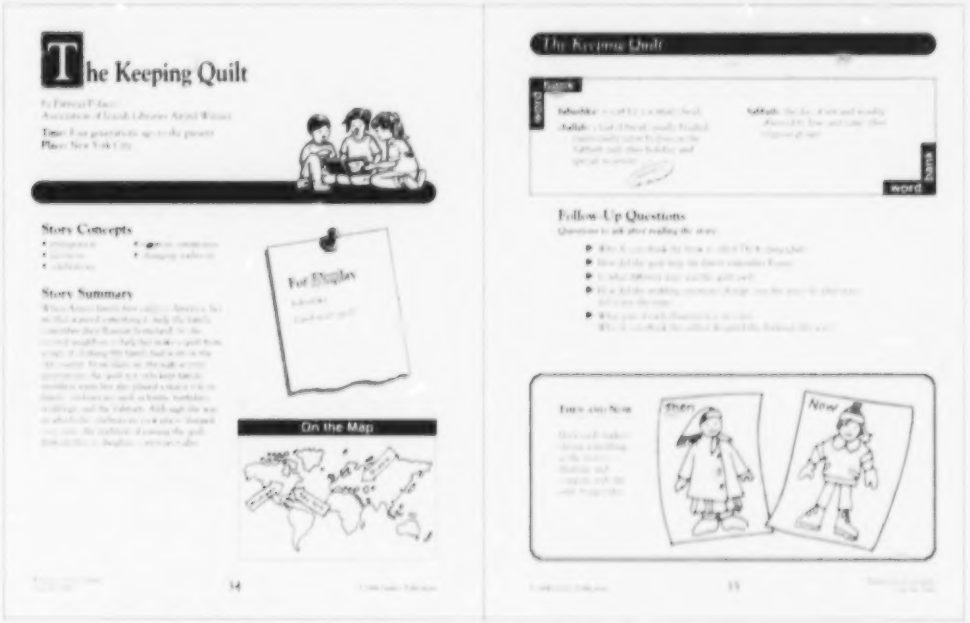
- become personally involved with the stories and characters
- develop an appreciation for diverse people and traditions
- experience life in different places and times
- become more culturally aware and sensitive to others
- compare the stories with their own lives and think critically about the values they hold

In the Windows approach, key social studies concepts are developed through engaging activities such as cooking, making music, performing drama and creating art; conducting interviews and making discoveries about the histories of places and people; constructing landscapes and three-dimensional maps; making economic decisions and solving problems; inventing folktales and heroes; identifying leaders and leadership qualities; and brainstorming rules and the reasons we need them.

How is the program organized?

Each *Windows on Social Studies* resource book presents eight different children's books related to a theme. For each book, there are two pages that bring out the social studies concepts inherent in the book, and lead to discussion and comparison with children's own lives. These two pages are followed by four one-page activities called "windows." Each discussion and comparison is designed to take up one storytime. Most windows will take 25 to 40 minutes.

The discussion and comparison section consists of two facing pages. The left-hand page gives the title of the children's book, the author, the illustrator, and awards the book has won. It lists the time and setting of the story, and its intrinsic social studies concepts. This is followed by a story summary, ideas for classroom displays, and a map that provides a quick guide to locating the story setting.



The right-hand page is divided into three sections: Word Bank, Follow-Up Questions, and There and Here or Then and Now.

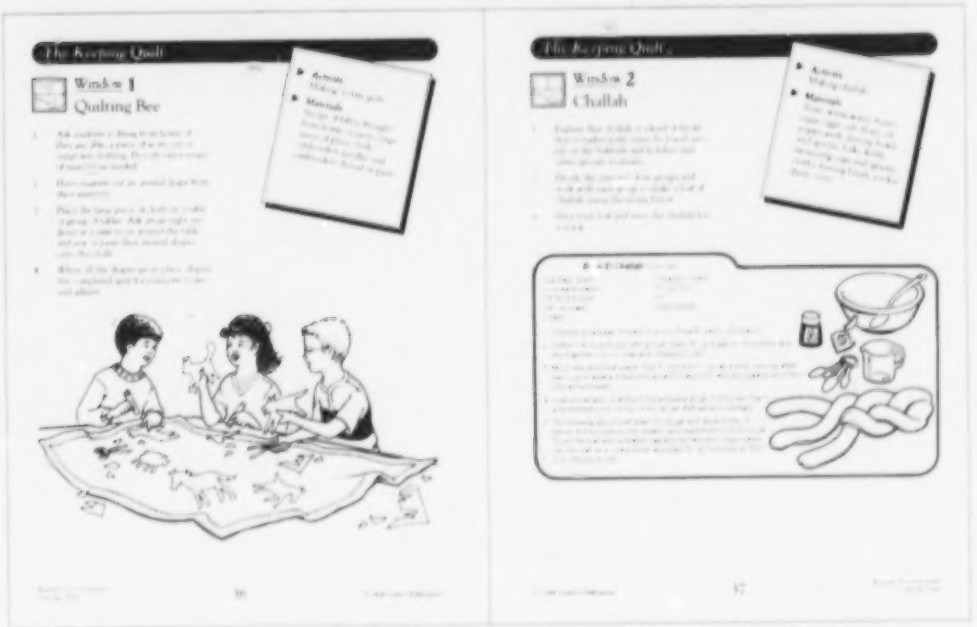
Word Bank provides the meanings of social studies terms found in the story.

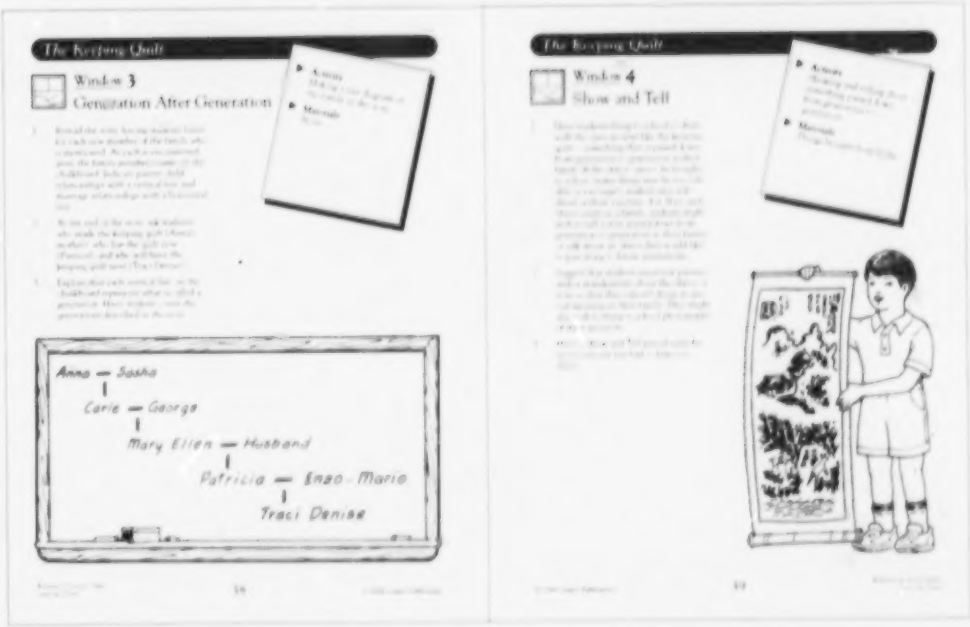
Follow-Up Questions consists of thought-provoking questions to ask students after reading the story. Questions lead children to think critically, and elicit exploration of social studies concepts in the story.

There and Here or **Then and Now** has students create illustrations that focus on similarities and differences between their own lives and those of story characters.

BEST COPY AVAILABLE

Four one-page activities follow the discussion and comparison section. Each page has a title, an activity description, a listing of materials needed, and step-by-step instructions for completing the activity. Where appropriate, suggestions are included for tailoring the activity to meet individual needs. Crisp illustrations show step-by-step procedures and products of the activities.





BEST COPY AVAILABLE

Just Plain Fancy

written and illustrated by Patricia Polacco

Time: The present
Place: Lancaster County, Pennsylvania

Story Concepts

- religious values
- responsibility
- pride in accomplishment
- community collaboration
- growing up

Story Summary

Naomi yearned for something fancy to perk up the plainness of her Amish life, but when she got her wish, she got more than she bargained for. Along with her little sister Ruth, Naomi was responsible for caring for the family's chickens. One day, the two girls found an unusual egg near the road, which hatched into an even more unusual chick. Afraid that the chick might be shunned for its fancy looks, Naomi and Ruth kept it hidden from their elders. But on the day of the frolic, a community working bee, the bird got away and displayed its beautiful feathers to all the neighbors. Everyone was stunned. Naomi was relieved, however, when she learned that the spectacular bird was a peacock, whose natural beauty was admired, not shunned. The day ended with Naomi proudly receiving a white cap for her care of the chickens...and for raising an incredible bird as well.

For Display

peacock feathers

books about the Amish

On the Map

© 1994 Creative Publications

word bank

Amish: a religious group who settled in Pennsylvania, Ohio, and Indiana in the 18th century, and who reject modern ways, including electricity, cars, and contemporary dress

bee: a meeting of people to work together or compete

peacock: a pheasantlike bird; the male has brightly colored tail feathers that spread out like a fan

word bank

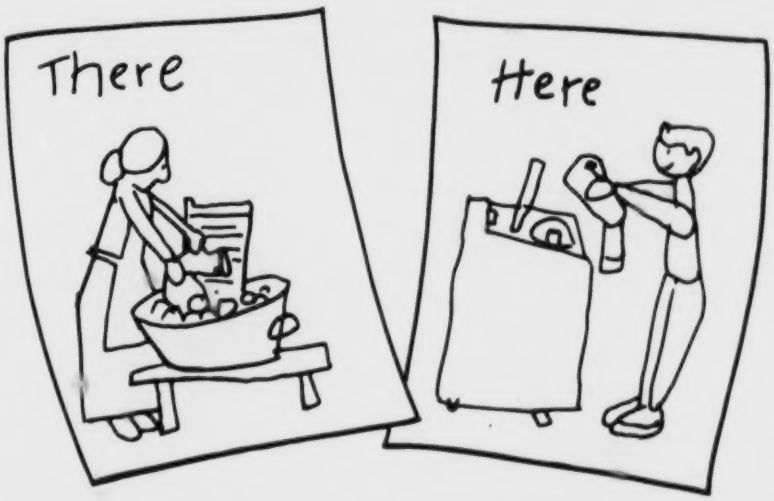
Follow-Up Questions

Questions to ask after reading the story:

- Would you like to live as the Amish do? Why or why not?
- How do you think the peacock egg happened to be where Naomi and Ruth found it? What hints are offered at the beginning of the story?
- Why did Naomi yearn for something fancy?
- What did getting a white cap mean to Naomi? Who wore white caps?
- Everyone at the bee agreed that Fancy was fancy. Why, then, wasn't the peacock shunned?

THERE AND HERE

Have each student choose something in the story to illustrate and compare with the same thing in his or her life.

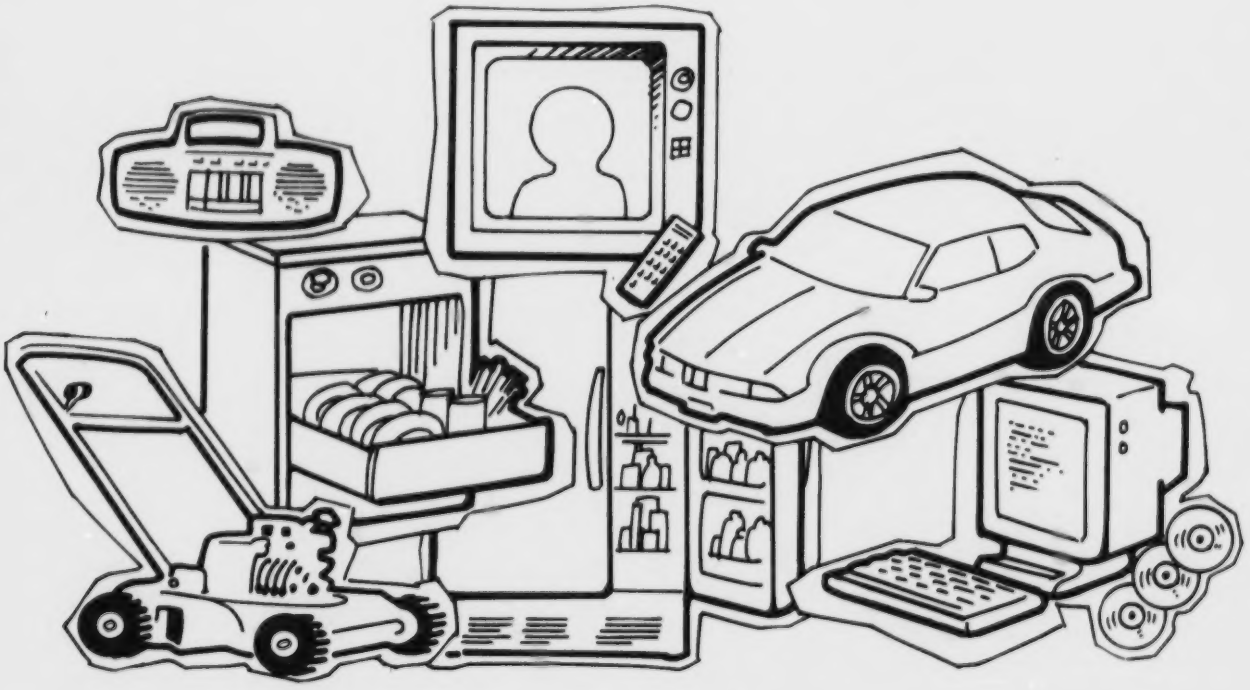


© 1994 Creative Publications

Window 1
Simplicity and Hard Work

- **Activity**
  Comparing the Amish lifestyle with other lifestyles
- **Materials**
  Old magazines, catalogs, newspaper advertisement supplements, scissors, paste, poster paper

1. Explain to students that the Amish believe in a plain way of life. They use no electricity, no batteries, no engines, and no fancy machinery. They dress plainly in an old-fashioned style that has not changed for two centuries. The Amish are mostly farmers who believe in hard work and work together to complete big projects, such as building barns. There is a very strong sense of community among the Amish, and much support is given to all members.
2. Discuss with students the things in their lives that would be different if they were Amish.
3. Provide groups of students with old magazines, catalogs, newspaper advertisement supplements, paste, scissors, and poster paper. Have each group create a collage of things they would be living without if they were Amish.
4. Talk with each group about which things would be the most difficult to give up and why.



© 1994 Creative Publications

Window 2
My Job

- **Activity**
  Describing chores
- **Materials**
  Copies of the job worksheet (page 58)

1. Remind students that in the book Naomi was responsible for taking care of the chickens. Ask them **what** that might have entailed (feeding and watering the chickens, cleaning the henhouse, collecting eggs, and so on); **who** helped Naomi with the job; **when** the work took place; **where** the work took place; and **why** the job was important.
2. Have students tell about jobs they do at home or at school. They may do this orally or in writing. Older students may want to use the worksheet on page 58, while younger students may want to generate a class list that you post in the room.
3. Talk about the different jobs students do. *How do their jobs compare with Naomi's? Do they get paid for their work? Do they think Naomi got paid for her work? Which jobs seem most difficult? Most fun?*

Name	Naomi
Job	taking care of chickens
Who	Naomi, Ruth
What	feed chickens, put water in dish, collect eggs, clean henhouse
When	morning, evening
Where	henhouse
Why the job is important	Without food and water, the chickens would die and there wouldn't be any eggs.

© 1994 Creative Publications

Window 3
Job Picture Graph

- **Activity**
  Graphing chore preferences
- **Materials**
  Large sheet of chart paper or graphing mat, tape, paper squares to fit inside the graph boxes, drawing materials

1. Use chart paper or a graphing mat to set up a class graph. Begin each column with a labelled picture that shows a chore students might be responsible for at home. Encourage student suggestions; you may wish to use the chores students described in Window 2.
2. Have students draw self-portraits and write their names on the paper squares.
3. Ask students which chore they prefer to do. Have them tape their self-portraits in the appropriate graph row to indicate their preference.
4. When everyone has indicated a choice, discuss what the graph shows. *Which job do most students prefer? Which is the least favorite job? Do more students prefer washing dishes or taking out the garbage?*

Wash Dishes	Take Out Garbage	Set Table	Pick Up Room
Sandy	Kim	Chris	Luisa
Jacob		Jamal	Sean
		Anna	Jeff

© 1994 Creative Publications

Window 4
A Classroom Frolic

- **Activity**
  Planning and holding a class working bee
- **Materials**
  Project materials, snacks, beverages, cups, napkins

1. Talk about the frolic described in the book. *What was its purpose?* (to add a stable to the family's barn) *Who attended?* (neighbors) *What other jobs were there besides working on the stable?* (cooking, serving, sewing quilts) Ask students why they think frolics were so much fun.
2. Plan a working bee to complete a class project. The project may be any big task that needs a group effort, such as building a cage for a class pet, organizing books, or making a class quilt.
3. Decide what jobs are required to complete the class project, and assign several students to each one. Then set up a support group of students to prepare and serve drinks and snacks, such as lemonade and crackers. Make sure everyone has a way to contribute to the working bee.
4. After the bee is over, talk about how successful the whole-class event was. *In what ways could the working bee be improved? Did everyone enjoy it? Why or why not?*

© 1994 Creative Publications

Angel Child, Dragon Child

by Michele Maria Surat
pictures by Vo-Dinh Mai

Time: The present
Place: U.S.A.

Story Concepts

- cultural understanding
- conflict resolution
- collaboration
- multicultural society
- needs of others
- seasonal changes

Story Summary

During Nguyen Hoa's first day at an American school, she and her sisters experience ridicule and jibes from unthinking classmates. Hoa longs to return to Vietnam, where her mother still resides. But, in time, Hoa begins to feel more accepted at school, except by one boy, Raymond, who continues to torment her. She and Raymond get into a fight and soon find themselves doing detention. There, the principal instructs Hoa to tell the boy about Vietnam, and Raymond to write down Hoa's story. As a result of this assignment, the two become friends. The boy even champions a school Vietnamese fair to raise money to buy Hoa's mother's ticket to America. Just enough money is raised, and on the last day of school Hoa is at last reunited with her mother and is at peace in her new home.

For Display

Vietnamese tunic (or photograph)

rice noodles

pictures of Vietnam

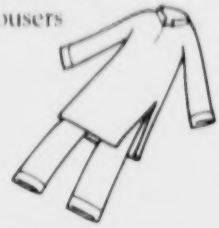
sesame cookies

On the Map

© 1994 Creative Publications

word bank

ao dai (ow zi): Vietnamese tunic dress worn over loose trousers



chao buoi sang (chow bwee sung): Vietnamese words of greeting

hoa-phuong (hwa fung): a spring flower

word bank

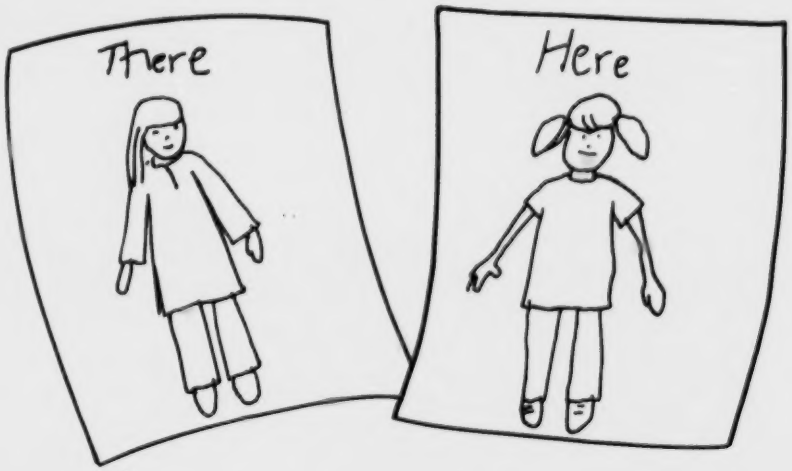
Follow-Up Questions

Questions to ask after reading the story:

- What do you think were some of Hoa's feelings on her first day at an American school? Why do you suppose the American children teased her?
- Why does Hoa carry her mother's picture with her everywhere?
- What assignment did the principal give Hoa and Raymond for fighting? Why was the assignment a good way to handle the problem between the children?
- What was the purpose of the Vietnamese fair? In what other ways did the fair help Hoa and her family?

There and Here

Have each student choose something from Vietnam in the story to illustrate and compare with the same thing in this country.



© 1994 Creative Publications

Window 1
Chao Buoi Sang

- **Activity**
  Planning a program for welcoming new students
- **Materials**
  chart paper

1. Talk about Hoa's first day at an American school. Then have students discuss how they felt on their first day of school. Encourage students who came from other countries to discuss how they learned a new language and way of life, and who helped them.
2. Ask students what they could do to make newcomers to school feel more welcome. Write their suggestions on the chalkboard. Suggestions should include practical ones, such as a tour of the school, as well as ones that make newcomers feel good, such as an invitation to play at recess.
3. After the discussion, review the list of suggestions before recording them on chart paper. Display the chart so that students can refer to them when a new student or guest joins the class.

© 1994 Creative Publications

Window 2
Oodles of Noodles

- **Activity**
  Comparing foods from different cultures: rice noodles with egg noodles
- **Materials**
  Rice noodles, egg noodles, chives, mint leaves, salt and pepper, clean scissors, paper cups, forks, stove or microwave oven

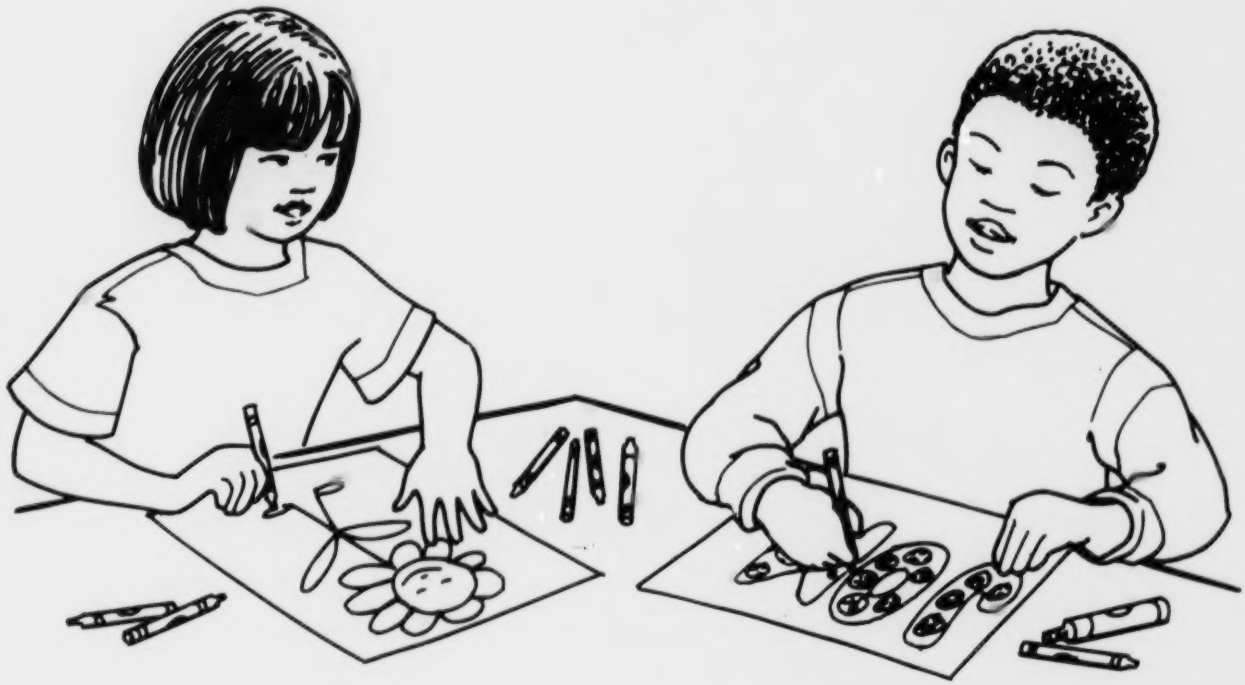
1. Many students may not know the difference between the rice noodle, which is more common to the Asian diet, and the egg noodle, which is more common to the American diet. Let students compare them.
2. Cook the rice noodles and the egg noodles. While they're cooling, have volunteers cut up chives and mint leaves with clean scissors.
3. Serve each student a portion of rice noodles in a paper cup. Let students add chives, mint, salt, and pepper to taste. Then do the same with the egg noodles. After students have tasted both foods, ask them to discuss how they are alike and different. Then have students make up simple recipes that would include one kind of noodle or the other.

© 1994 Creative Publications

Window 3
The Illustrated Book of Names

- **Activity**
  Depicting the origin or meaning of personal and family names
- **Materials**
  Book of name origins, drawing materials, construction paper

1. Point out that Hoa's name means "flower." Explain that both personal and family names often have a meaning all their own. For example, *Ray* means "king" and *Johnson* means "son of John."
2. Have students ask their parents how they chose their child's first name, and whether they know the meaning and origin of their last name. Then let students look in the book of name origins to find out the meanings of their names. (Not all names will be listed.)
3. Have students draw pictures that tell something about their names. Have those students unable to locate their names draw pictures that tell something about themselves, for example, that they like sports. Assemble the illustrations in a class book of names.



© 1994 Creative Publications

Window 4
A Fan for All Seasons

- **Activity**
  Decorating a fan with pictures of the seasons
- **Materials**
  Drawing paper, crayons, tape

1. Display the book cover, pointing out Hoa's fan and the three seasons represented in the illustrated panels: summer, fall, and winter. Then go through the book, having students identify each change of season in the story. Ask students if the seasons in the story look like the seasons where they live.
2. Let students discuss what they like about each of the seasons. Then have them draw a picture for each season, using both sides of a large sheet of drawing paper as shown.
3. Show students how to accordion-pleat their sheets along the long edge, then fold the accordion pleats in half and tape the top to join the two halves.

Finally, show students how to hold their fans.

© 1994 Creative Publications

Annie and the Old One

by Miska Miles
illustrated by Peter Parnall
Newbery Honor Book
Christopher Award Winner

Time: The present
Place: The American Southwest

Story Concepts

- aging and dying
- change and continuity
- occupations
- desert environment
- art/design passed on from one generation to the next

Story Summary

Annie, a Navajo girl, is growing up, and her grandmother, the Old One, tells her it is time to learn to weave. Annie watches her mother as she weaves a new rug, but Annie is not ready to weave. Then, that evening, the Old One announces that she will "go to Mother Earth" when the new rug is complete. She asks each family member to choose one of her possessions as a gift; Annie chooses the Old One's weaving stick. Annie tries to put off the day of her grandmother's death by plotting ways to prolong the rug's completion. The Old One, realizing what Annie is doing, tells her that time cannot be held back, that all living things must return to and be part of the earth. Annie understands. She is then able to pick up her weaving stick and begin to weave on the rug. *Annie and the Old One* deals with the concept of death in a very sensitive way. Given the subject matter, you may wish to add other points to the discussion.

For Display

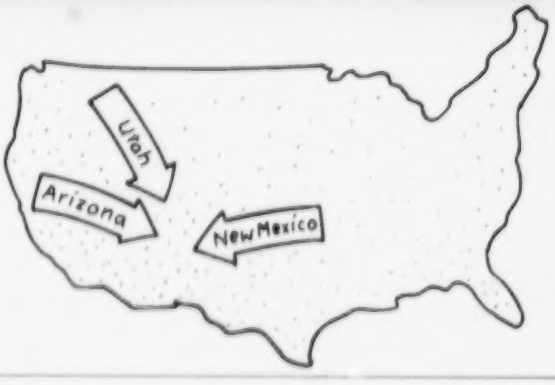
Navajo rug or blanket

loom and shuttle

pictures of the American Southwest

silver and turquoise jewelry (or photographs of some)

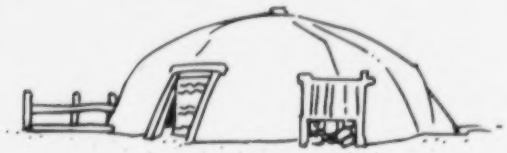
On the Map



© 1994 Creative Publications

word bank

hogan: one kind of Navajo dwelling



loom: machine for weaving yarn or thread into fabric

mesa: high plateau or flat tableland with steep sides; common to the American Southwest

word bank

Follow-Up Questions

Questions to ask after reading the story:

- Why was it important that Annie learn to weave?
- What did Annie's grandmother mean when she said, "I will go to Mother Earth"?
- What do you think would have happened to the Old One if Annie's mother never finished the new rug?
- What did Annie understand at the end of the story? Why was she ready to learn how to weave?

There and Here

Have each student choose something in the story to illustrate and compare with the same thing in his or her life.

© 1994 Creative Publications

Window 1
Earth to Earth

- **Activity**
  Making discoveries about life and death cycles
- **Materials**
  Cut flowers or flowering plant

1. Display the flowers in the classroom. After a few days, call attention to the flowers that are drooping and lead a discussion about how all living things eventually die. You may want to use prompts such as, *"Where did the flowers come from?" "What do they need to grow?" "What happens to them after they die?"*

2. Gently turn the discussion toward the death of other living things by pointing out what Annie's grandmother said in the story — that she would soon "go to Mother Earth." Have students review what she meant when she said that. Tell students that people have many different ideas about what happens to people after they die. Explain that you will use the dead flowers to show how new life can grow from old in nature.

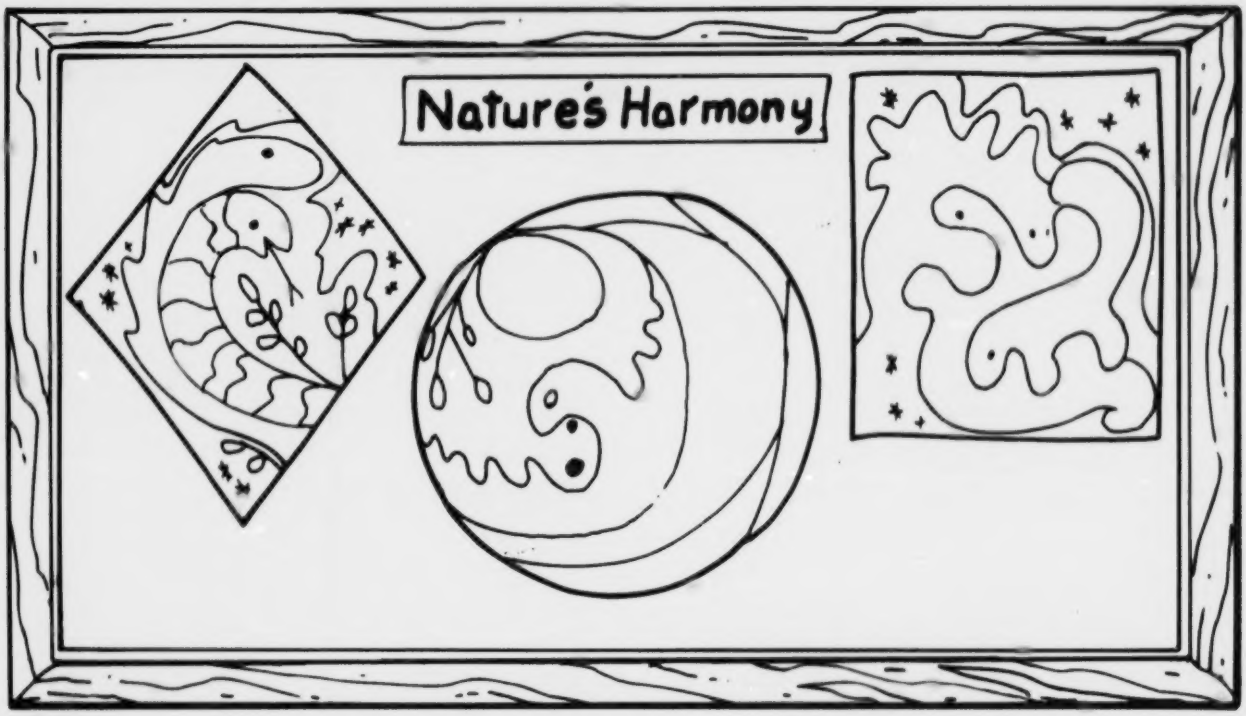
3. With students, bury the dead flowers in rich soil. Water and turn the soil frequently. After the flowers have decomposed, let students speculate what might eventually grow from the soil—perhaps a new flower. If possible, plant seeds in the enriched soil so that students can watch new flowers grow.

© 1994 Creative Publications

Window 2
Nature's Harmony

- **Activity**
  Appreciating Native American art themes
- **Materials**
  Drawing paper, crayons

1. Have small groups of students examine Peter Parnall's illustration on page 17 in the book that shows a plant, a coyote, a bird, sand, and sky. After students have identified each part of the drawing, ask them how the picture makes them feel and what they think it means.
2. Explain that things in nature are an important part of Navajo, and most Native American, art. Invite students to draw a similar picture that shows how all living things are related to nature and the earth. They can begin with a particular shape, such as a square, a circle, an oval, or a diamond, and then fill the shape with designs.
3. Pin up students' designs on a bulletin board display entitled "Nature's Harmony."

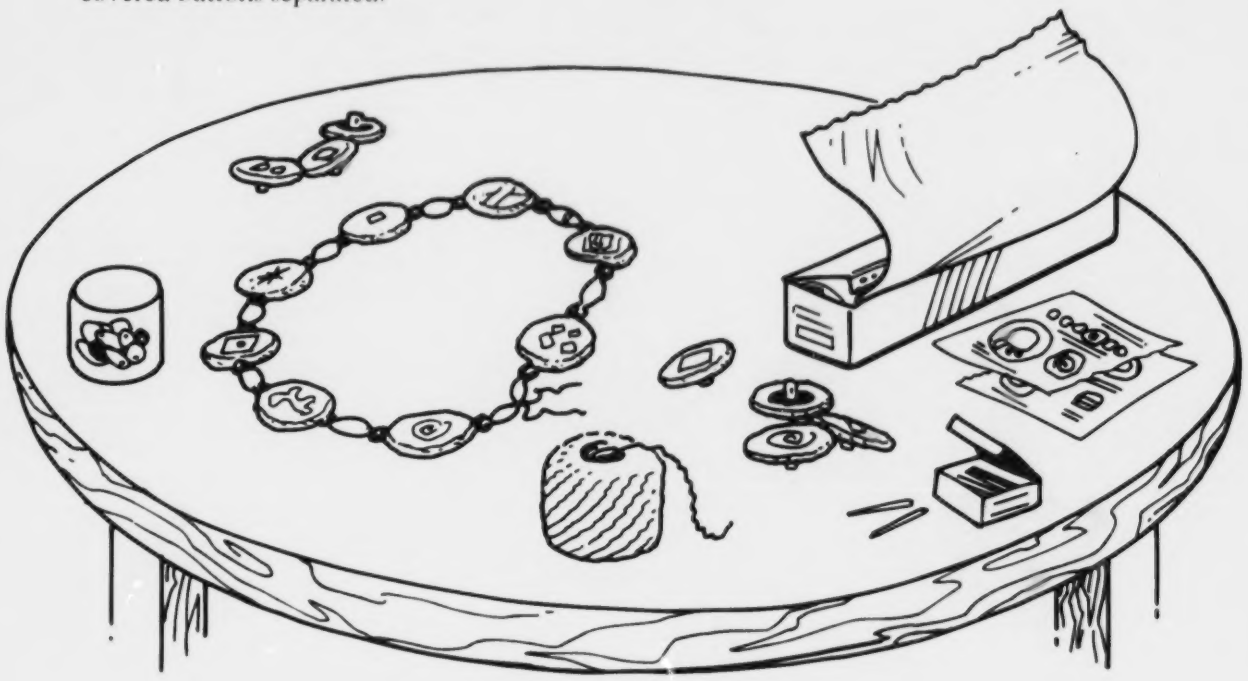


© 1994 Creative Publications

Window 3
Designs in Silver

- **Activity**
  Creating "silver" jewelry
- **Materials**
  Large, flat buttons with eyes on the bottom, heavy-duty aluminum foil, toothpicks, stringable beads or small buttons, string or embroidery thread, pictures or examples of Navajo silver jewelry

1. Remind students that Annie's father crafted silver jewelry and that there are many examples of silver buttons and necklaces in the book's illustrations. Explain that Navajo silver jewelry is highly valued by people all over the world.
2. Have students create their own "silver" jewelry by covering large, flat buttons with aluminum foil and using toothpicks to etch their designs into the foil. Tell students to etch the designs gently so that the foil doesn't rip.
3. To make bracelets or necklaces, students can string several covered buttons together, positioning beads or smaller buttons in between to keep the foil-covered buttons separated.

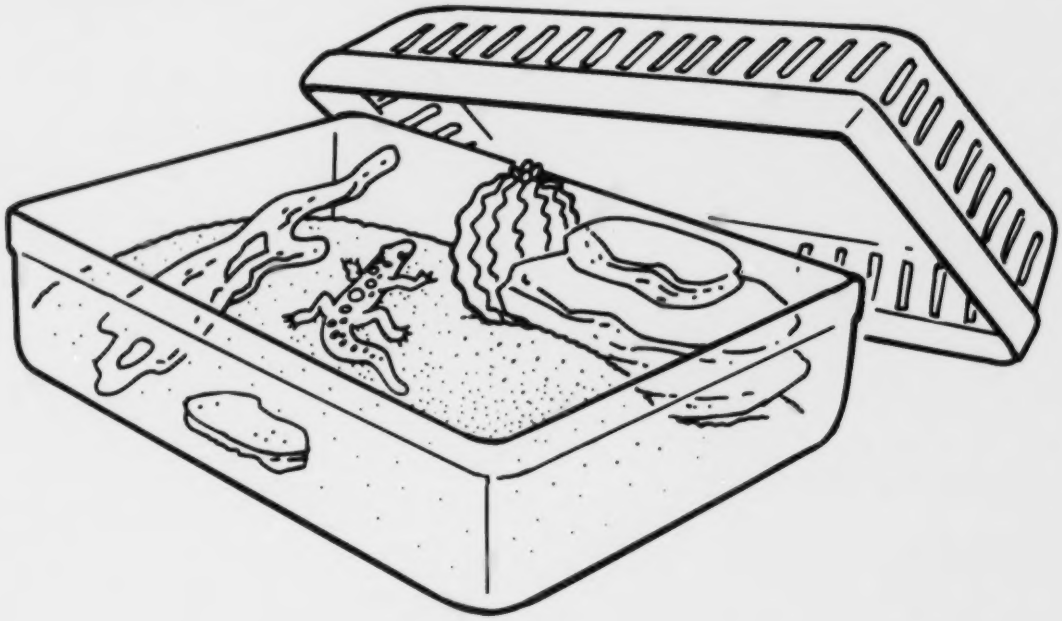


© 1994 Creative Publications

Window 4
Desert Terrarium

- **Activity**
  Creating a desert terrain model
- **Materials**
  Plastic box or shallow bowl, sand, small cactus, driftwood, dry grasses, flat stones, lizard or other small desert animal, water

1. Point out that Annie had the whole desert for her front and back yards. Go through the book with students, pointing out the desert details. Then ask students to bring in bits of driftwood, dry grasses, and flat rocks to make a desert terrarium. Provide the cactus and sand.
2. Have students put the desert terrarium together by positioning the items you and they contribute. Flat stones placed on top of each other will form miniature mesas. For a special touch, you can add a small lizard or other desert creature, such as horn toads, grasshoppers, spiders, or centipedes.) If you add an animal, be sure to have food, water, and a top.
3. Place the terrarium in a sunny window for all to enjoy.



© 1994 Creative Publications

Tar Beach

written and illustrated by Faith Ringgold

Time: 1939
Place: Harlem

Story Concepts

- city environment
- community jobs
- discrimination

Story Summary

In her dreams, eight-year-old Cassie Louise Lightfoot flies free over the rooftops of New York City's Harlem. Everything she sees she claims as her own, including the George Washington Bridge, which her daddy helped to build, and the Union Building, where her daddy is currently working, even though he can't join the union because of his color. (You may want to discuss this further; more information appears in an article at the back of *Tar Beach*.) Cassie's point of departure for her flights is Tar Beach, the roof of her apartment building. On warm evenings, her parents and neighbors gather there for picnics and cards while Cassie and her brother lie on a mattress, gaze at the stars, and fly. During these flights, the reader learns about Cassie's family, their sorrows and pleasures, and how "...anyone can fly. All you need is somewhere to go that you can't get to any other way."

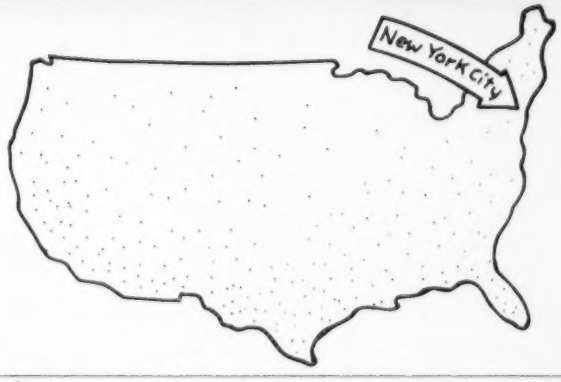
For Display

tar paper

photos of bridges and skyscrapers under construction

photographs of city skylines

On the Map



© 1994 Creative Publications

word bank

cable: a strong, thick rope made of wires twisted together

girder: a large beam used as a support for the framework of a building or bridge

tar: black, sticky substance made from wood or coal; used to pave roads and cover and preserve roofs

union: an organization made up of workers who have joined together to protect their jobs, get better pay, and improve their working conditions

word bank

Follow-Up Questions

Questions to ask after reading the story:

- Where is Tar Beach, and why is it such a special place to the girl in the story? Why does Cassie call it a beach?
- What does Cassie mean when she says she flies?
- Why did Cassie want to own the George Washington Bridge?
- What are some of the things that make Cassie happy? What are some things that make her sad?

There and Here

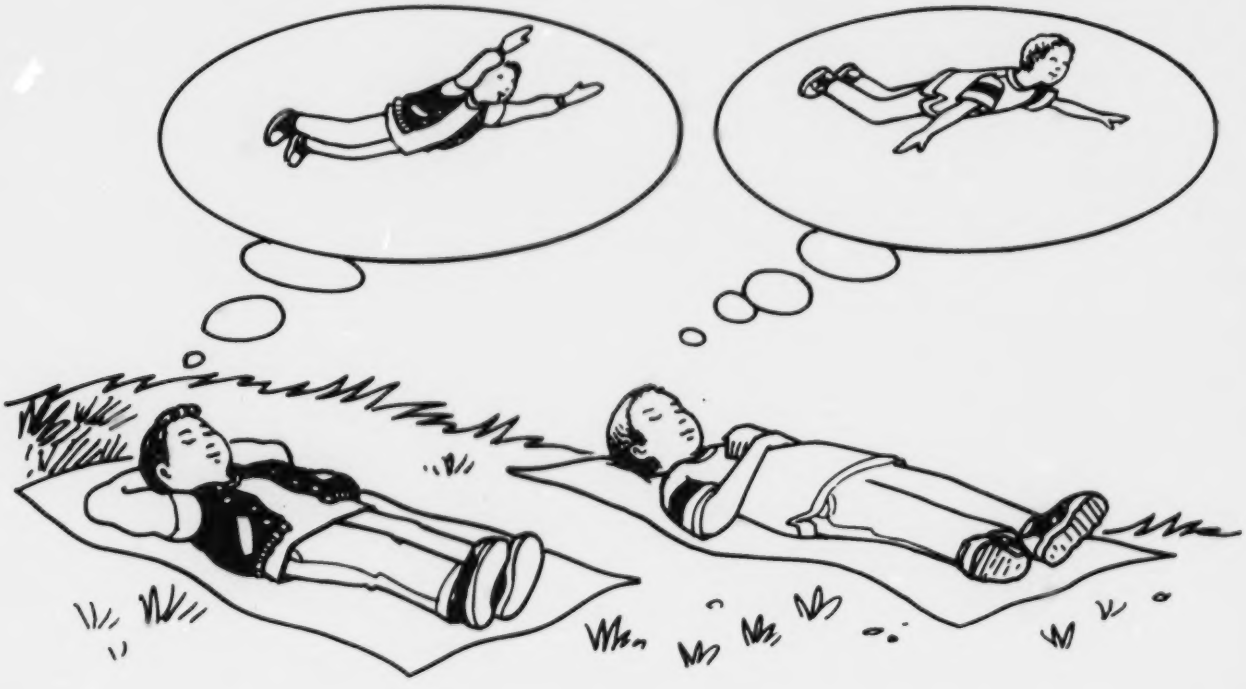
Have each student choose something in the story to illustrate and compare with something in his or her own life.

© 1994 Creative Publications

Window 1
Fly Away!

- **Activity**
  Taking imaginary flights
- **Materials**
  Towel or mat for each student, 6" × 6" squares of drawing paper, drawing materials

1. Take students to a quiet area of the school grounds, and have them lie on towels or mats and stare up at the sky. Tell students to relax until they can "feel" themselves flying. Encourage them to close their eyes and use their imaginations to see something in their community they would like to see as they "fly" through the air.
2. After about five minutes, have students sit up and describe how it felt when they stared at the sky. Ask if students felt as though they were spinning or lifting up into the sky.
3. On squares of drawing paper, have students illustrate what they "saw" when they were flying. Have students save the drawings to use with Window 2.

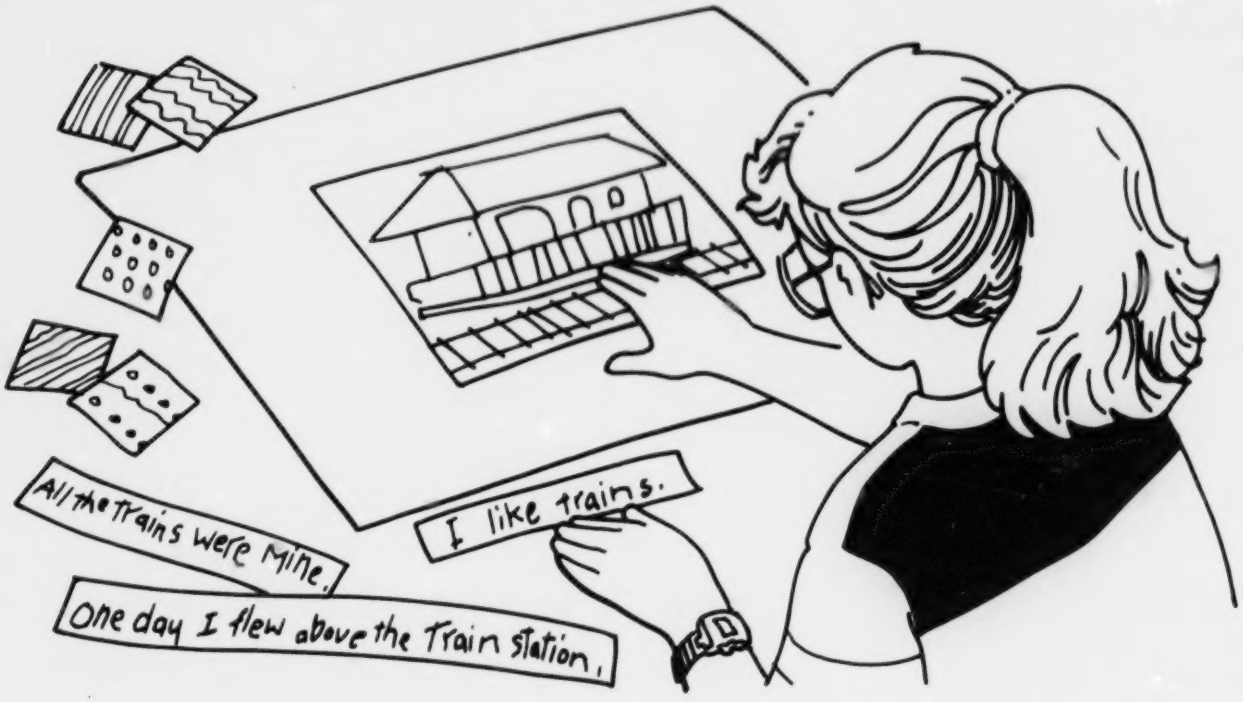


© 1994 Creative Publications

Window 2
Quilt It!

- **Activity**
  Making a quilt story
- **Materials**
  Wallpaper samples, 3" × 3" square templates, construction paper, glue, scissors, student drawings from Window 1

1. Show students the quilt story at the back of *Tar Beach*, and tell them that Faith Ringgold, the author and illustrator of the book, made it. Discuss with students how they think the quilt was created. Point out that the story is told on the strips that appear along the top and bottom, and that the picture is surrounded by squares, each with a different pattern. Tell students that they can make their own quilt stories.
2. Have students glue the drawings they made in Window 1 to the center of a large sheet of construction paper.
3. Let students look through old wallpaper catalogs and samples and cut 3" × 3" squares out of colorful patterns. Have them glue the squares around the edges of their drawings.
4. Around the outer edges of the wallpaper squares, have students write or dictate "quilt stories" about their drawings.
5. Display the quilts in the classroom so students can refer to them when they do Window 3.



© 1994 Creative Publications

Window 3
Looking Down on My Town

- **Activity**
  Studying and making community picture maps
- **Materials**
  Aerial photographs and/or simple maps of your community, quilts made in Window 2, butcher paper and drawing materials

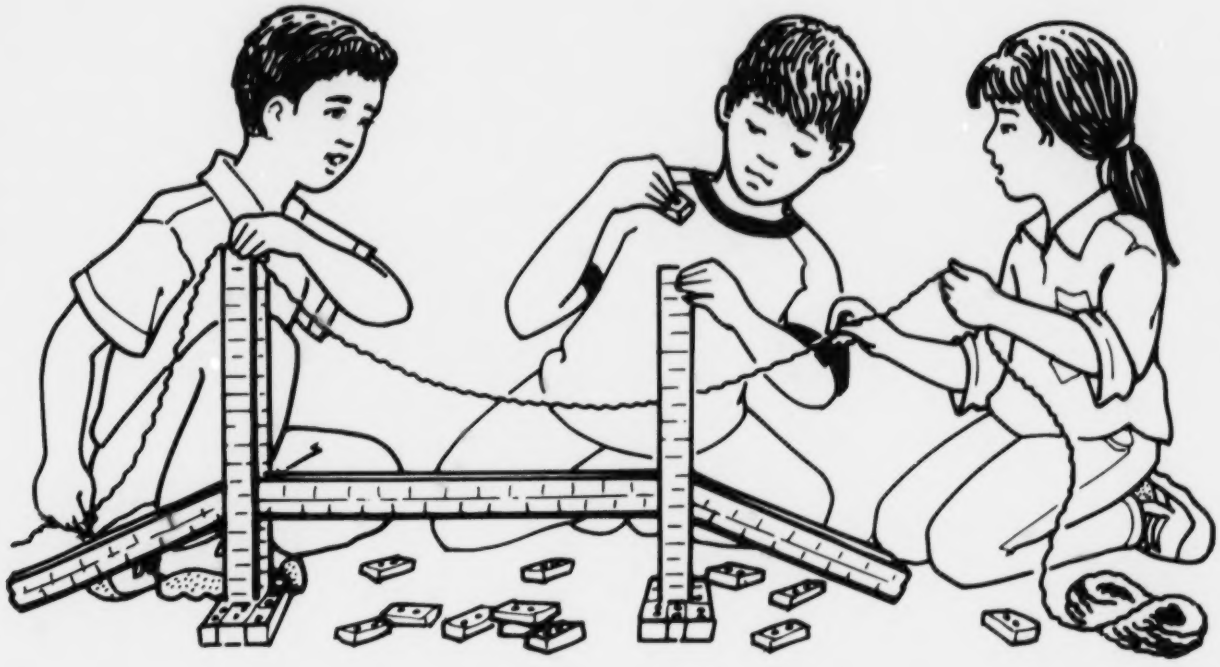
1. Remind students that Cassie flew over many buildings and other places in her community. Ask students to name important places in your community. These could include major parks, buildings, and streets. Write the names of the places on the chalkboard. Have students refer to the quilts they created in Window 2, naming the specific places pictured.
2. If possible, show students aerial photographs of your community. Explain that this is how your community looks from the air, and point out any of the places students named. Then show students a simple map of your community. (Your local Chamber of Commerce would be a good place to contact.) Explain what the map shows. Point out the places that students have named.
3. Give students guidance as they work in small groups to make picture maps of their community on large sheets of butcher paper. Provide help with street names and suggestions as needed.
4. When groups have completed their maps, have them display the maps and talk about them.

© 1994 Creative Publications

Window 4
Bridges

- **Activity**
  Building a bridge
- **Materials**
  Building blocks or other construction toys, twine, heavy cardboard, pictures of different kinds of bridges

1. Cassie loved the George Washington Bridge because her daddy helped to build it and because it was beautiful. Have students talk about different kinds of bridges they have seen or know about. Have them discuss why we need bridges (to move people and supplies across waterways, roads, and railroad tracks).
2. Set up a bridge-building center in the classroom with materials like those listed above. Invite small groups of students to use the center to build bridges. Encourage students to experiment with different materials and styles of architecture.
3. Display each new bridge for a day or so before dismantling it. You may want to take photographs of all the bridges for a more permanent display.



© 1994 Creative Publications

Three Stalks of Corn

written and illustrated by Leo Politi

Time: Not so long ago
Place: The Barrio de Pico Viejo in Pico Rivera, California

Story Concepts

- corn and its uses
- foods of a culture
- cultural traditions
- barrio life
- Mexican Indian legends
- grandparents and ancestors

Story Summary

Angelica and her grandmother, who are of Mexican descent, live in a barrio in Pico Rivera, California. Three stalks of corn grow outside their house. When Angelica asks Grandmother why she loves corn so much, Grandmother explains that corn is very precious to their people. From Grandmother, Angelica learns to use corn to make tortillas, enchiladas, and tacos. Grandmother shares with Angelica her collection of old corn-husk dolls, and Angelica strings corn necklaces. One day, Grandmother prepares Mexican foods for a fiesta. Angelica's teacher and principal are so impressed with the food that they ask Grandmother to teach cooking to Angelica's class. When Angelica and her grandmother return home from school one day, Grandmother gives Angelica her prized corn-husk dolls. As Angelica falls asleep that night, she thinks of all the good things made from corn, and of how much she loves her grandmother.

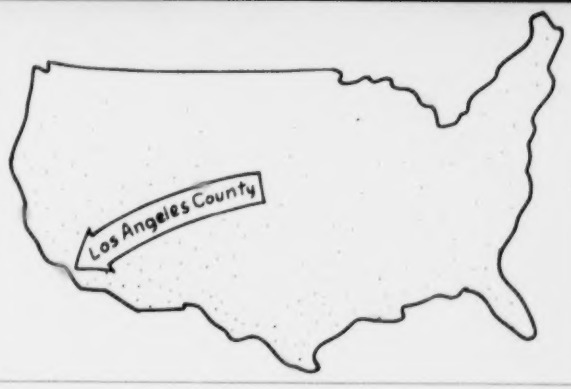
For Display

corn (if possible, with stalks, husks, and silks intact)

books that contain Indian corn legends

corn-husk dolls (or pictures of them)

On the Map



© 1994 Creative Publications

word bank

barrio: Spanish word for "district"; mostly Spanish-speaking people live there

descendants: the offspring of a family or group; children, grandchildren, great-grandchildren, and so on

fiesta: a festival or party

legend: a story that has been passed down from earlier times

word bank

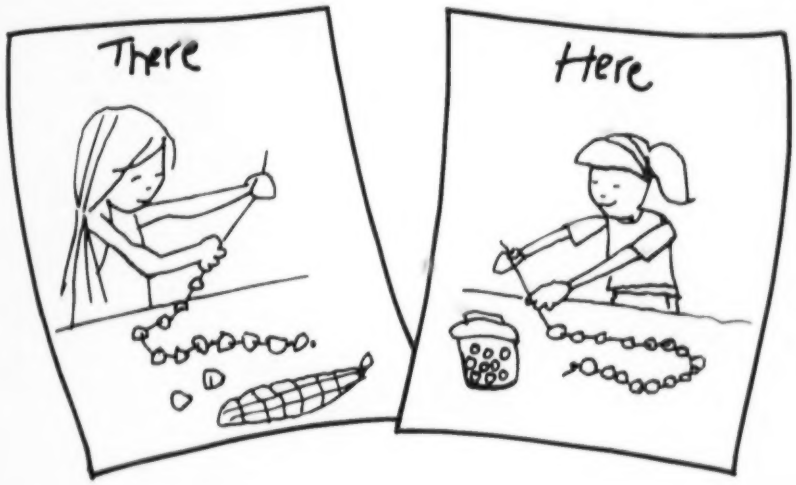
Follow-Up Questions

Questions to ask after reading the story:

- What does Grandmother grow in her garden? What do you grow at your home? What would you like to grow?
- Name at least three things in the story made from corn. Tell which part of the corn is used to make each thing.
- Grandmother told two Indian legends about corn. How and where was corn discovered in each legend?
- What did the children in Angelica's class learn from her grandmother?
- There are many ways to show you love someone. How did Grandmother show that she loved Angelica? How did Angelica show that she loved Grandmother?

THERE AND HERE

Have each student choose something in the story to illustrate and compare with the same thing in his or her life.

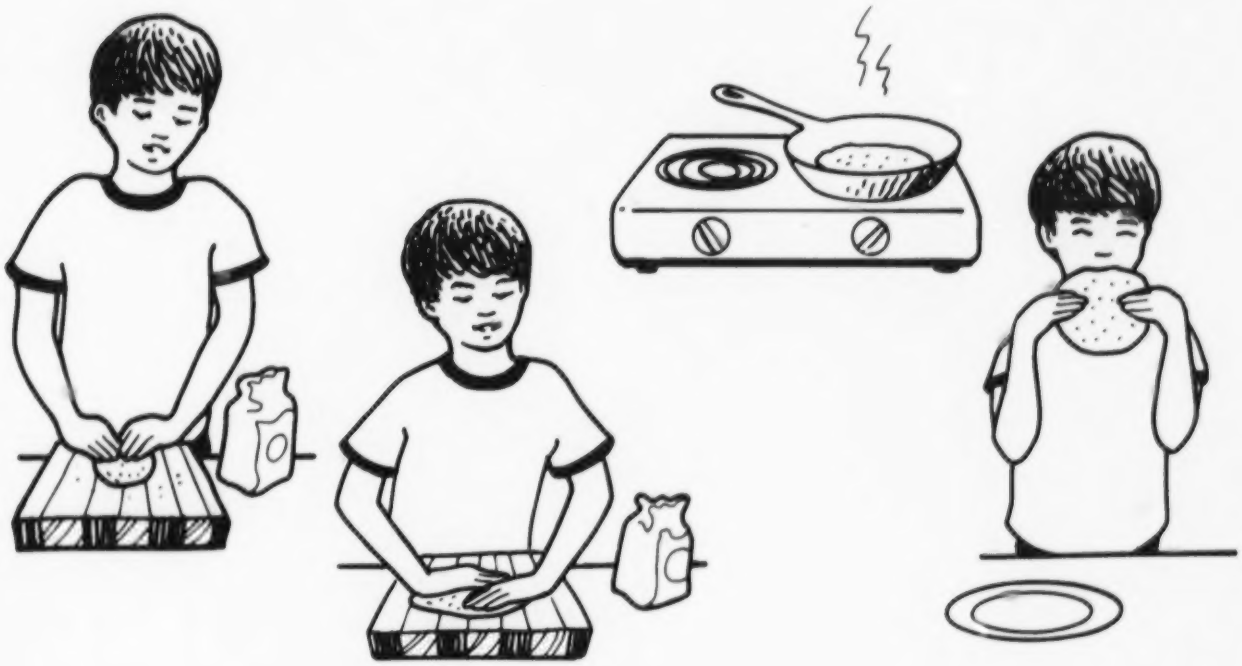


© 1994 Creative Publications

Window 1
Foods from Corn

- **Activity**
  Making tortillas, enchiladas, and tacos
- **Materials**
  Masa harina flour (corn flour) or equal parts corn-meal and flour, warm water, bowls, measuring cups and spoons, frying pan, cooking oil, spatula, hot plate, butter, ingredients for enchiladas and tacos

1. Remind students that tortillas are the base for many Mexican dishes, including enchiladas and tacos, and show the recipes in the book.
2. Have each student mix enough warm water with masa harina flour to make a smooth ball. Show students how to make a tortilla by slapping the ball of dough against one hand, then the other, until it becomes a thin pancake. As they pat, students can sing the song that Grandmother taught the children at school.
3. Fry the tortillas in a little oil until they are slightly brown on both sides.
4. As a snack, let students eat the tortillas spread with butter. Or, you can help them follow the recipes on the last page of the book to make enchiladas and tacos.

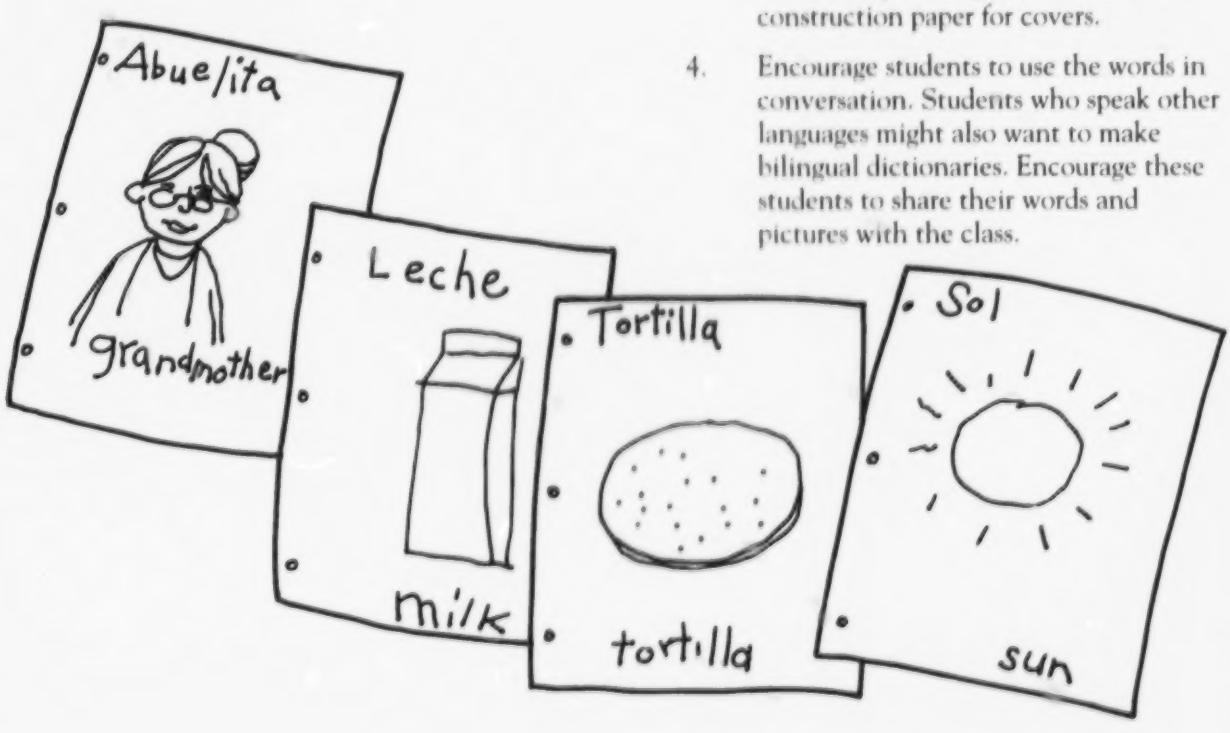


© 1994 Creative Publications

Window 2
Abuelita, Grandmother

- **Activity**
  Making an illustrated bilingual dictionary
- **Materials**
  Map of North America, 8 1/2" × 11" sheets of unlined paper, construction paper, drawing materials, child's English-Spanish dictionary (optional)

1. On a map of North America, trace with your hand the border that Mexico shares with California, Arizona, New Mexico, and Texas. Explain that many people of Mexican descent live in these states, and that many of them speak Spanish. With students, go through the book again. As you come to words or phrases in Spanish, write them with their English counterparts on the board (for example, *Abuelita*, Grandmother and *Que bonito!* How nice!)
2. Have students who know some Spanish suggest other Spanish words and their English translations. Write them on the board. Encourage those students who can to use an English-Spanish dictionary to find more words.
3. Have each student pick a word to illustrate for a class English-Spanish dictionary. Students should write both the English and Spanish words on 8 1/2" × 11" sheets of paper, and draw pictures for them. As a class, alphabetize the words and put the pages in order. Use construction paper for covers.
4. Encourage students to use the words in conversation. Students who speak other languages might also want to make bilingual dictionaries. Encourage these students to share their words and pictures with the class.

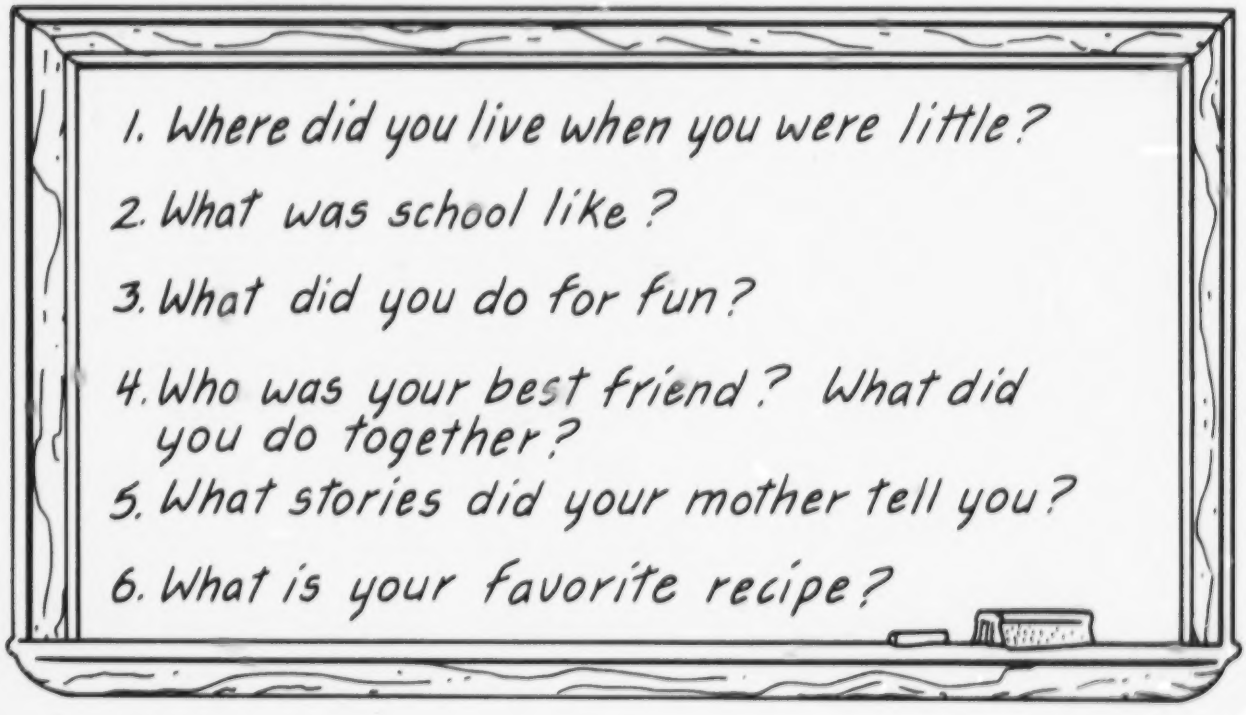


© 1994 Creative Publications

Window 3
Family History

- **Activity**
  Interviewing grandparents or older relatives
- **Materials**
  Paper and pencils

1. As a class, talk about the things Angelica learned from her grandmother, such as cooking and the legends of her people. Have students talk about the things they have learned from their grandparents, or other older relatives or family friends.
2. Remind students that Angelica asked Grandmother to tell her about her life as a little girl in Mexico. Have students make up a list of questions they would like to ask their grandparents. Write the questions on the board, and have students copy them.
3. Have students take the questions home and interview their grandparents; either in person, on the telephone, or by mail. If their grandparents are unreachable, they can interview other older relatives or family friends, or they can ask their parents to share memories of their grandparents.
4. Invite students to share their responses with the class.


1. Where did you live when you were little?
2. What was school like?
3. What did you do for fun?
4. Who was your best friend? What did you do together?
5. What stories did your mother tell you?
6. What is your favorite recipe?

© 1994 Creative Publications

Window 4
What Can We Plant?

- **Activity**
  Determining what plants can be grown where you live
- **Materials**
  Variety of seed packets, map of U.S.

1. Review with students what vegetables and herbs Grandmother grew, and discuss whether those crops would grow well in your region.
2. Bring in or have students bring from home a variety of seed packets. (An alternative would be to plan a field trip to a local nursery.)
3. Have students, or help younger students, read the backs of the packets. All or some of the following information is provided:
   - the time of year to plant the seeds based on where you live
   - where to plant the seeds (sun or shade)
   - when to water
4. Help students determine the feasibility of planting the seeds in each packet in their back yards. Students should conclude that where they live and what the climate is like will determine what can be grown. You may wish to make seeds available for students to plant at home.

© 1994 Creative Publications

How My Parents Learned to Eat

by Ina R. Friedman
illustrated by Allen Say
American Library Association Notable Book Award

Time: The present
Place: Yokohama, Japan

Story Concepts

- manners and customs
- cultural understanding
- family heritage

Story Summary

In the first picture in this book, a girl is eating Japanese food with chopsticks. In the last picture, she is eating American food with a knife and fork. In between is the story of why the girl's family eats with chopsticks some days and with silverware other days. Her parents, John and Aiko, met in Yokohama, Japan, where John, an American, was stationed as a sailor. John secretly feared that Aiko would discover he couldn't eat with chopsticks; Aiko was afraid that John would learn she couldn't use a knife and fork. So they never went to restaurants, until John learned he would soon be leaving Japan and returning to America. Knowing he wanted to marry Aiko, he asked a Japanese waiter to teach him how to eat with chopsticks. With the same concern, Aiko had her great uncle show her how to use silverware. When they went out to eat, they decided to have Western food that night and Japanese food the next. And that is how it is in their family to this day.

For Display

chopsticks

pictures of Japanese food

On the Map

© 1994 Creative Publications

word bank

kimono: a loose garment with short, wide sleeves, traditionally worn by Japanese men and women

station: to assign to a place

Yokohama: a seaport city south of Tokyo

word bank

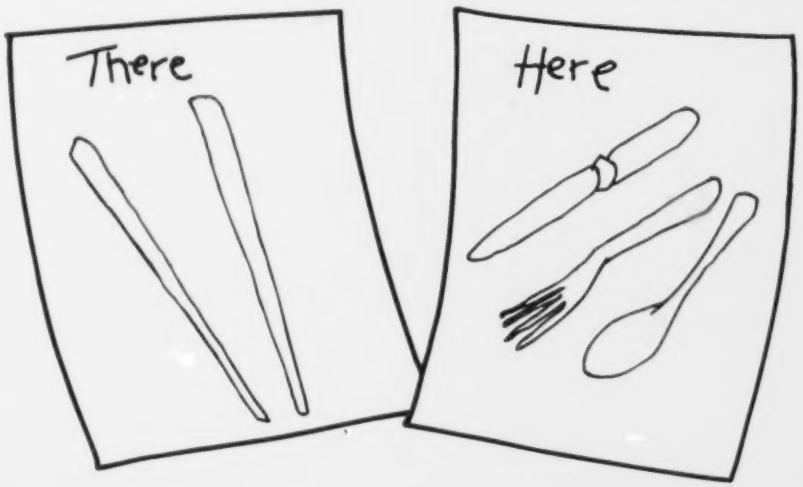
Follow-Up Questions

Questions to ask after reading the story:

- Besides eating with chopsticks, what are some other differences you would encounter eating at a Japanese restaurant?
- How do Americans eat soup differently from the Japanese? What do the Japanese do instead of shaking hands?
- How can you tell that John and Aiko really care about each other?
- Aiko thinks it makes more sense to eat with chopsticks. Do you agree? Why or why not?
- Which do you think would be more difficult to learn—to eat with chopsticks or to eat with a knife and fork? Why?

There and Here

Have each student choose something in the story to illustrate as it exists in Japan and as it exists in the United States.

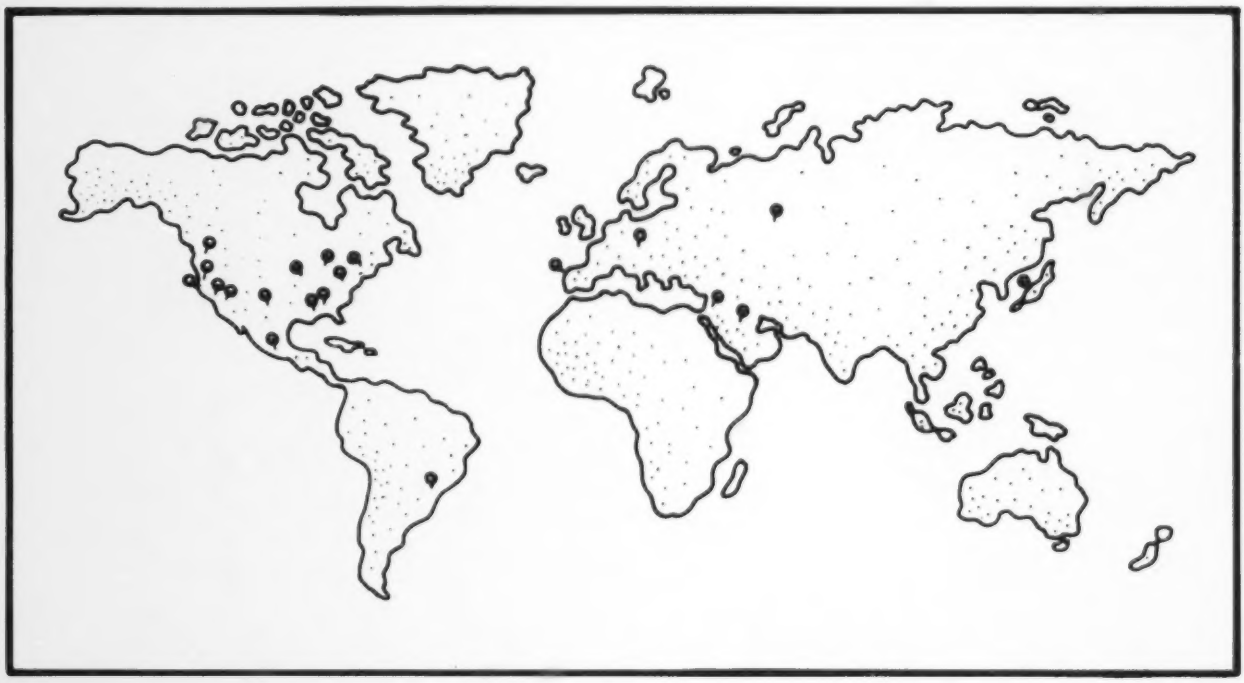


© 1994 Creative Publications

Window 1
How Couples Meet

- **Activity**
  Interviewing couples to find out how they met; mapping the places where they met
- **Materials**
  World map, pushpins

1. Talk about how the couple in the story met. *Where did they meet?* (Yokohama) *What were they doing there?* (Aiko was a student, John was an American sailor.)
2. Have students interview a couple they know to find out how and where the two people met. Students may wish to ask them to share photographs of their courtship.
3. After the interviews, ask students to tell the class what they learned. Help students to use pushpins to show on a world map where each couple met.
4. Trace with your hand the boundaries of the United States on the map. Have students count the pushpins to find out how many couples met within the United States, and how many met outside the United States.



© 1994 Creative Publications

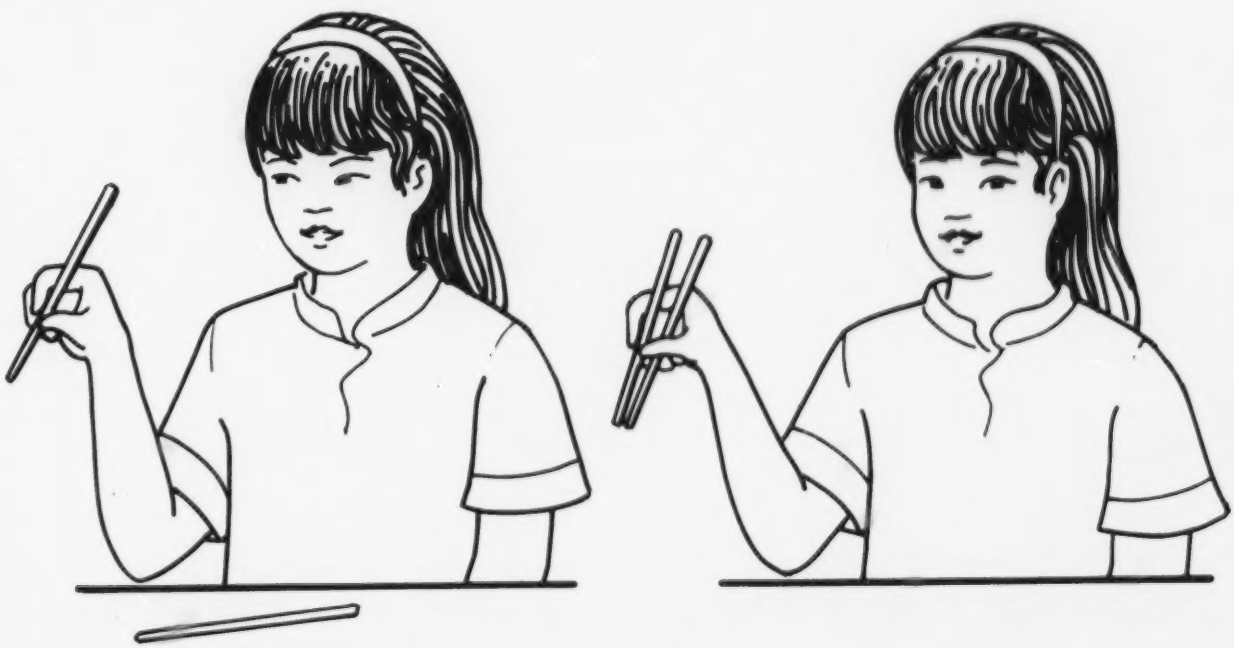
Window 2
Dining Japanese Style

- **Activity**
  Preparing Japanese food and eating it with chopsticks
- **Materials**
  Steamed rice; optional ingredients such as frozen peas, boiled eggs, raisins, and dried shrimp; bowls; chopsticks; soy sauce; spoon

1. Explain that a typical Japanese meal always includes a dish of hot, steamed rice, or *gohan*. The type of rice Japanese people use is different from the rice most Americans use. For this activity, you may wish to buy rice at an ethnic food store; the rice sticks together and is easier to pick up with chopsticks. Prepare, or have students prepare, some steamed rice, and spoon it into bowls. Add any optional ingredients desired.

2. Show students how to use chopsticks. Hold one chopstick between your thumb and index finger as if you were holding a pencil. Hold the second chopstick in the crook of your thumb, resting on your fourth finger. Move the upper chopstick to pick up food; the lower one remains still. Tell students that dropping chopsticks on the floor is considered bad luck.

3. Distribute bowls to students and have them eat the rice with chopsticks; students can add soy sauce to taste. Mention to students that the bowls are to be picked up and brought close to the mouth.



© 1994 Creative Publications

Window 3
Konnichi-wa, Sayô-nara

- **Activity**
  Making a Japanese lantern; learning Japanese words
- **Materials**
  Copies of the Japanese lantern (page 59), crayons or felt-tip pens, watercolors and brushes (optional), scissors, string or yarn, paste, tape

1. Show students the title page of the book, and explain that the symbols they see on the banner form the word *sukiyaki* in Japanese characters. Sukiyaki is a dish made with meat, tofu, and vegetables.
2. Explain to students that traditional Japanese is written in characters, not alphabet letters. Introduce students to the Japanese words *konnichi-wa* (hello) and *sayô-nara* (goodbye).
3. Distribute copies of the Japanese lantern, and have students hold their sheets with the word *Paste* at the left. Explain that the characters on the left represent the Japanese word *konnichi-wa*, while the characters on the right represent the Japanese word *sayô-nara*. Have students trace over the characters with a crayon, felt-tip pen, or paintbrush and paint. They should then color the lantern with crayons, felt-tip pens, or watercolors, decorating as they choose.
4. Have students cut out the lantern and paste the ends together where indicated. Let them tape a piece of string or yarn to the top to form a lantern handle.
5. Suggest that students use the words *konnichi-wa* and *sayô-nara* in their daily lives. They could say, for example, *konnichi-wa* when they come to school in the morning, and *sayô-nara* when they leave at the end of the day.

© 1994 Creative Publications

Window 4
Mind Your Manners

- **Activity**
  Role playing a visit to a Japanese restaurant
- **Materials**
  Props for a Japanese restaurant (for example, low table, straw mats, pillows, bowls, chopsticks, teapot and cups, screens, trays, lanterns); costumes (kimonos or adult-size shirts, belted)

1. Reread the part of the story in which John visits the Japanese restaurant, as students study the pictures. Ask students what differences they notice between American restaurants and Japanese restaurants.
2. Set up your dramatic play area as a Japanese restaurant. Place pillows around a low table. Set the table with bowls, chopsticks, and teacups. Provide kimonos or belted, oversize shirts.
3. Let four students at a time role play a visit to a Japanese restaurant. Have two students wait on the table while two students take the parts of customers.
4. Remind students to bow when they meet each other, to take off their shoes before sitting down, to sit on the pillows at the table, to pretend to drink from the soup bowls, and to pretend to eat with the chopsticks.

© 1994 Creative Publications

Shaker Lane

written and illustrated by Alice and Martin Provensen

Time: The present
Place: Upstate New York

Story Concepts

- rural life
- neighbors
- social change
- the environment

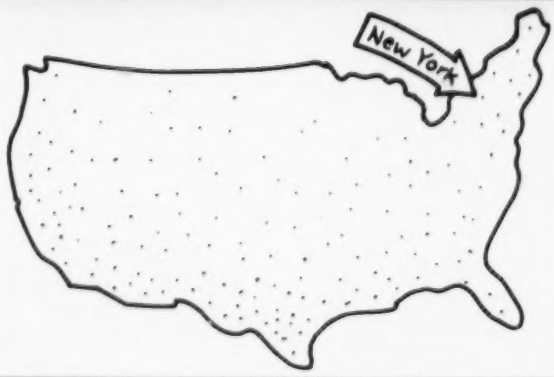
Story Summary

The people who lived on Shaker Lane took life easy. They didn't bother to clean up their yards or fix the fences. Old cars and stoves, dogs and cats were everywhere. Shaker Lane had plenty of character, but not everyone in the county liked the place. One day, the people on Shaker Lane learned that a dam was going to be built close by that would flood their community. So one by one the families moved away. After the dam was built and the reservoir water rose over the rickety houses, brand-new middle-class houses sprung up nearby. Only Old Man Van Sloop, who now lived on a houseboat with his dogs and chickens and goat, remained as a reminder of what the area was like before.

For Display

landscape in a pan
(see Window 1, page 48)

On the Map



© 1994 Creative Publications

word bank

dam: a barrier built to hold back water

reservoir: a lake or pond in which water is collected and stored; people can create a reservoir by building a dam

Shaker: a member of a religious sect that was popular in the 1800s; its followers believed in common property and community living

word bank

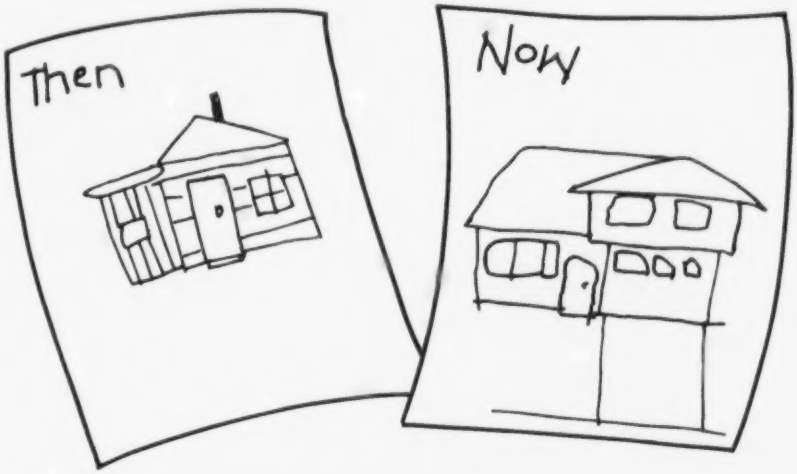
Follow-Up Questions

Questions to ask after reading the story:

- Some people in the book would have liked to see Shaker Lane disappear forever. Why did they feel this way?
- Describe the people who lived on Shaker Lane. Do you think they would have liked living on Reservoir Road if they had stayed? Why or why not?
- The people on Shaker Lane moved away without trying to keep their homes. What do you think they might have done to keep from having to leave? Why do you think they left instead?
- How did building the reservoir change the land and environment? How did it change the community?

Then and Now

Have each student choose something in the story to illustrate before and after the reservoir was built on Shaker Lane.

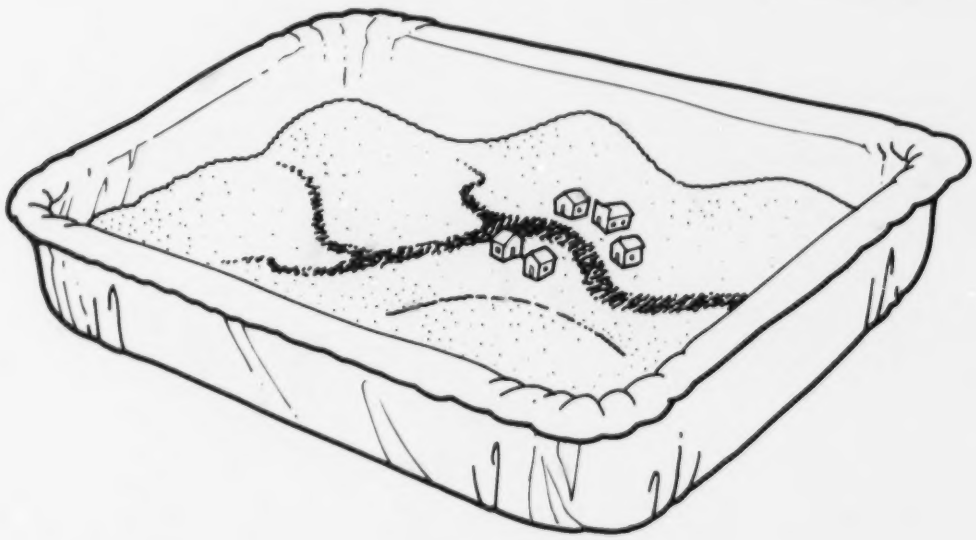


© 1994 Creative Publications

Window 1
A Dam in a Pan

- **Activity**
  Making a three-dimensional table map
- **Materials**
  Large aluminum pan, dirt, jar, sand, blue food coloring, pencil, village set, piece of heavy cardboard

1. Help students create a three-dimensional table map that shows land and water forms as well as a community (not the community of Shaker Lane). Put moist dirt in the pan and create a landscape of hills and valleys; pack down the dirt. Carve out a stream bed with a pencil. To make "water" for the stream bed, add blue food coloring to a sand-filled jar and shake it; then pour the "water" into the stream bed.
2. Have students position the village set pieces (houses, trees, stores, and so on) on the hills and valleys. Have students discuss the different land and water forms on their map as well as the location of various buildings.
3. Ask students to consider where a dam might be placed if a reservoir needed to be made. For each possible site, have students predict which things would be underwater if a dam were built there.
4. Erect a dam using a piece of heavy cardboard cut to size to block the path of the stream. Then pour more "water" (blue sand) in the stream behind the dam to show how the water would rise.
5. If possible, visit a dam site or go on a nature walk and have students find examples of natural dams.

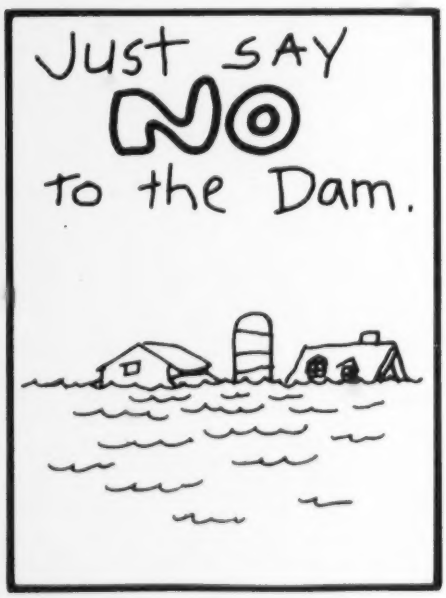


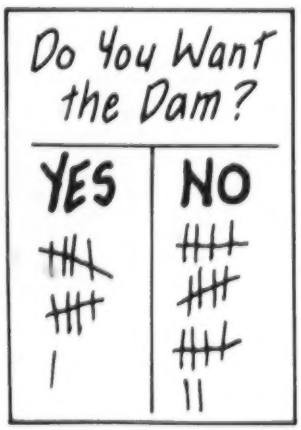
© 1994 Creative Publications

Window 2
Taking Sides

- **Activity**
  Creating posters to support a cause; voting to express an opinion
- **Materials**
  Large-size poster paper, felt-tip pens

1. Discuss with students why reservoirs are built. *What are the advantages and disadvantages?*
2. Have students imagine they are the people in the book. *Would they want the dam to be built? Why or why not? Would they want to move away from Shaker Lane?*
3. Have students make posters that support their position on whether or not they would want the dam to be built. Let like-minded students work in pairs or small groups to create posters.
4. As a class, take a vote on the dam issue. Have students make tally marks on the chalkboard to show their opinions. When everyone has voted, discuss the results.



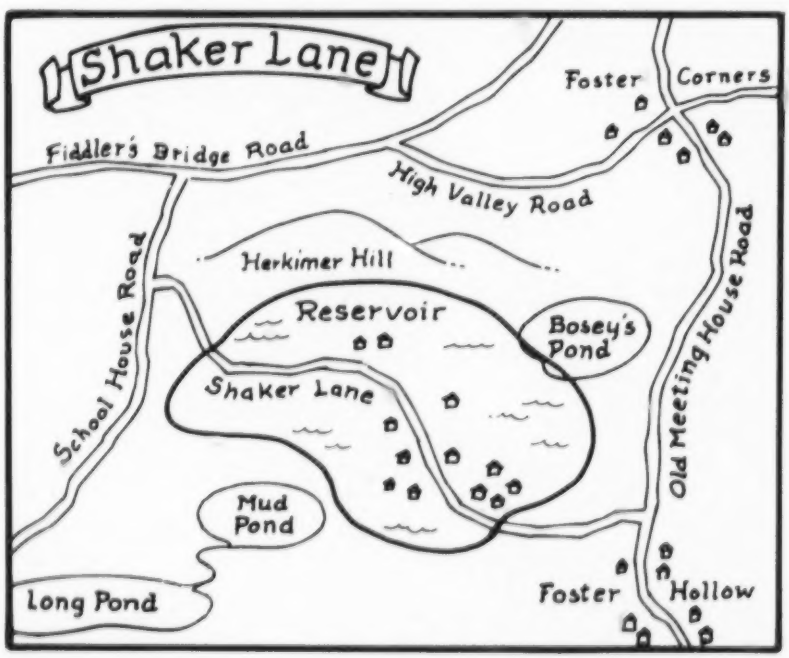


© 1994 Creative Publications

Window 3
Do You Know the Way?

- **Activity**
  Using a map
- **Materials**
  Copies of the Shaker Lane map (page 60), felt-tip pens or crayons

1. Distribute a map to each student. Reread the story. As each family in the story is named, have students find their house on the map.
2. Ask students questions about the map.
   - *How many houses are on Shaker Lane?*
   - *Are the houses on Shaker Lane closer to Foster Corners or Foster Hollow?*
   - *Which pond is the largest: Mud Pond, Long Pond, or Bosey's Pond? Which pond is the smallest? Which pond is farthest from Shaker Lane?*
   - *How would you get from Herkimer Hill to Foster Corners? What other way could you go? Which way do you think is shorter? How do you know?*
3. Have students draw the reservoir on their maps. Talk about how the map would change. Ask questions similar to these: *Which things were underwater after the reservoir was built? Which things remained unchanged by the reservoir? What new things were added after the reservoir was built?*



© 1994 Creative Publications

Window 4
Shaker Lane Census

- **Activity**
  Tallying populations in the book
- **Materials**
  None

1. Ask students how many people they think lived on Shaker Lane. Record their guesses on the chalkboard.
2. Reread the book once again, this time taking a census as you read to see how many adults, children, and pets there were on Shaker Lane. Keep track of the data in a chalkboard chart like the one below.
3. When you have finished, discuss what the data shows. Ask questions such as the following: *How many adults lived on Shaker Lane? How many children? About how many animals?* (Children may not be able to get an exact count.) *Did more children or more adults live on Shaker Lane? Did more men or more women live on Shaker Lane? What was the total population of Shaker Lane?*

Shaker Lane Census

	Men	Women	Children	Cats	Dogs	Ducks	Chickens	Goats
Herkimer		2						
Oates	2	1	5					
Kulick	1							
La Rose	1	1	4	5	3	1		
Van Sloop					Dozens		Many	1

© 1994 Creative Publications

Ragtime Tumpie

by Alan Schroeder
paintings by Bernie Fuchs

Time: 1915
Place: St. Louis, Missouri

Story Concepts

- American musical heritage
- vision
- music and lifestyle
- poverty
- separation from parent

Story Summary

Tumpie, a vivacious young African-American girl, was truly born to dance. The hot jazz that rocked St. Louis in the 1910s, the memory of her "honky-tonk daddy" who has disappeared from her life, and her love of dancing help Tumpie cope with cold poverty and an undemonstrative stepfather. Then, one day, Medicine Man comes to town. After selling his potions, he announces there will be a dance contest: the prize, a silver dollar. Though her mother thinks she's too little, Tumpie enters the contest and wins. Afterwards, she stares at her shiny prize and says, "I'll never stop dancin' now!" And she never does. The author's note at the back of the book gives a brief summary of Tumpie's life; Tumpie was the legendary entertainer Josephine Baker.

For Display

assortment of jazz instruments (for example, trumpet, saxophone, drums)

silver dollar

On the Map

© 1994 Creative Publications

word bank

honky-tonk: a tawdry nightclub or dance hall

pianola: a player piano

ragtime: American music that developed from the 1890s through the 1920s; the rhythm is highly syncopated

vaudeville: stage-hall entertainment consisting of humorous skits interspersed with song and dance

word bank

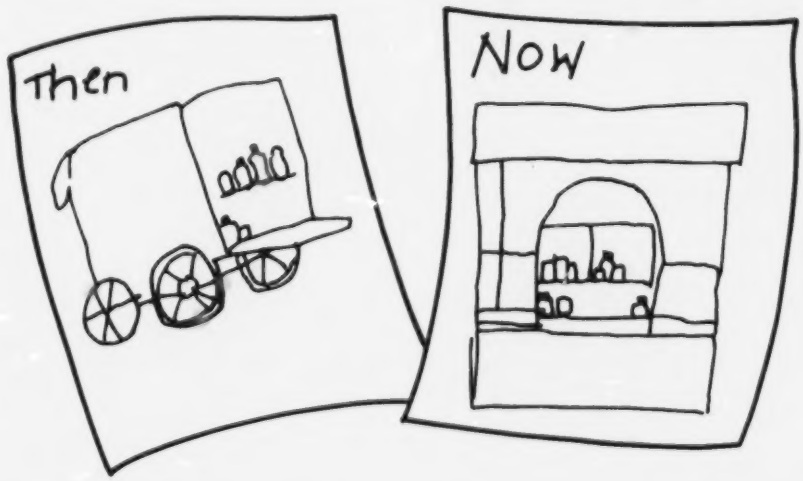
Follow-Up Questions

Questions to ask after reading the story:

- Why is the girl in the story called "Ragtime Tumpie?"
- Why did Tumpie like to remember her "honky-tonk" daddy?
- How would you describe Tumpie's life when there was no music and no dancing?
- What things happened in the story that convinced Tumpie that she was going to be a dancer?

THEN AND NOW

Have each student choose something in the story to illustrate and compare with the same thing today.



© 1994 Creative Publications

Window 1
That Syncopated Rhythm

- **Activity**
  Dancing to a ragtime rhythm
- **Materials**
  Recording of ragtime music by Scott Joplin or another early jazz tune

1. Go through the book, asking students to identify the musical instruments in the illustrations: banjo, clarinet, drums, saxophone, violin, harmonica. You may wish to play music of each instrument to familiarize students with their sounds.
2. Play a jazz recording with a strong syncopated beat, such as Scott Joplin's "Maple Leaf Rag." Have students keep time by clapping their hands or tapping their feet.
3. Clear a space and invite students to take turns dancing to the music. Some students may wish to take turns showing off their dance steps, either singly or in pairs. Afterwards, have students talk about how the music made them feel.

© 1994 Creative Publications

Window 2
My Future Career

- **Activity**
  Matching interests with careers
- **Materials**
  Drawing paper and drawing materials

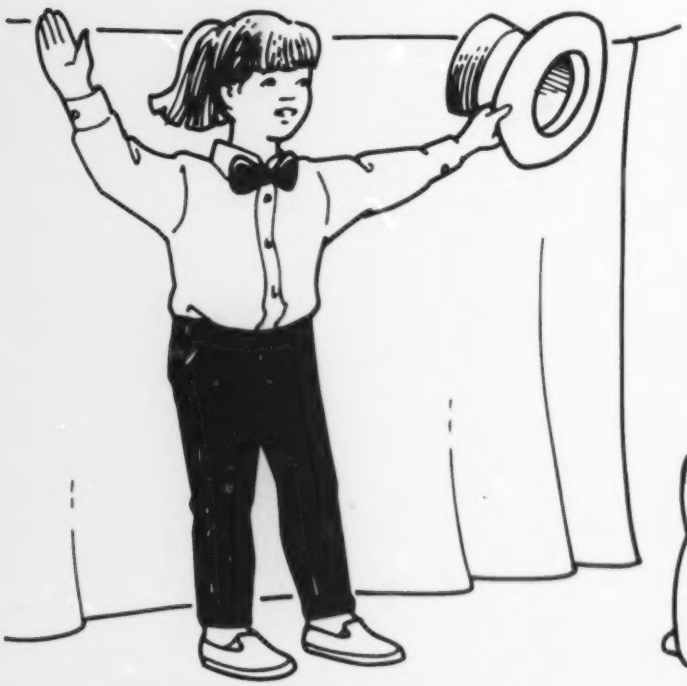
1. Point out that Tumpie loved to dance when she was small, and that she worked hard and grew up to be a famous entertainer. Ask students to talk about their interests and talents. Let them discuss things like playing sports, but encourage them also to name interests like taking care of animals, making up stories, or helping other people. Make a list on the chalkboard of students' interests and talents.
2. For each item on the list, have students brainstorm careers that could make use of the talent or interest. For example, an interest in animals could lead to careers as a veterinarian, a pet shop owner, or even a cartoonist who makes up stories about a cat!
3. Have each student draw two pictures. One picture should show the student engaged in an activity she or he enjoys now. The other should show the student as a grownup, working at a job that utilizes the talent or interest. Students could use the lists on the chalkboard, or make up something new.
4. Have volunteers show and discuss their pictures. Hang the pictures in a "Career Gallery."

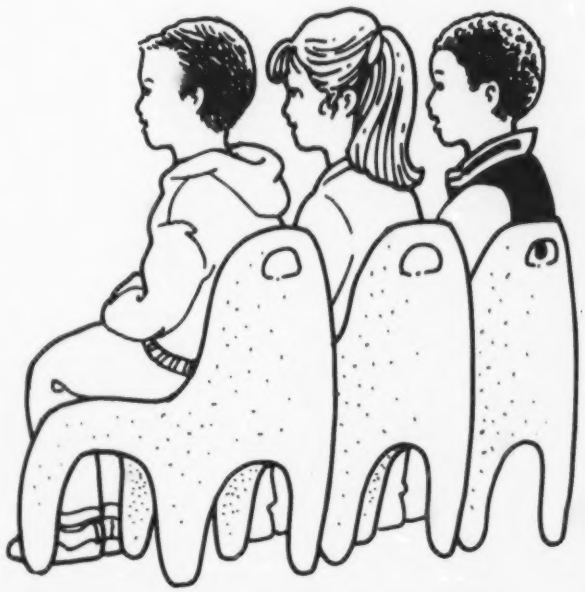
© 1994 Creative Publications

Window 3
Curtains Up!

- **Activity**
  Putting on a vaudeville show
- **Materials**
  Clothesline and sheets

1. In the book, the neighborhood children put on vaudeville shows every week and Tumpie danced in the chorus. Explain the concept of vaudeville to students, then let them work in pairs to plan possible acts for a vaudeville show.
2. Let students work in small groups to plan acts for their own vaudeville show. Acts could include such things as singing, dancing, skits, and comedy. Some students could take the parts of members of the orchestra; they could introduce the acts with drum rolls and a shake of the tambourine. You might also wish to have one student take the part of master of ceremonies.
3. Have students make a simple stage curtain with clothesline and sheets strung across the front of the classroom. Arrange chairs in a semi-circle in front of the stage.
4. Give students time to practice their acts. If appropriate, put on the vaudeville show for another class.





© 1994 Creative Publications

Window 4
What Can You Buy with a Dollar?

- **Activity**
  Making choices
- **Materials**
  Copies of play money (page 61), envelopes

1. Have students discuss why a silver dollar had special value for Tumpie. Then point out that, over time, the value of money changes, and when Tumpie was a girl a silver dollar bought as much as $10 does today.
2. Have students discuss what they think Tumpie will do with her prize money. Encourage students to consider options other than spending it, such as saving the money or sharing it with her family.
3. Give each student $10 in play money and five or six envelopes. Ask students to decide how they want to use their money. Have them write or draw a picture of each choice on one of the envelopes, and put inside each envelope the amount of money they estimate the choice will cost.
4. Invite students to tell how they used their money, and to compare their choices.

© 1994 Creative Publications

Job Worksheet

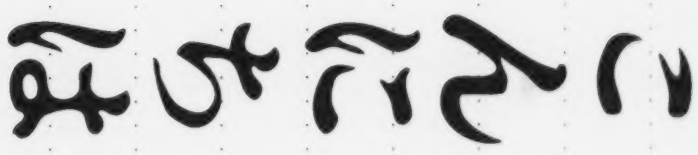
Name	
Job	
Who	
What	
When	
Where	
Why the job is important	

To the teacher: Permission is granted to reproduce this page.

©1994 Creative Publications

Japanese Lantern

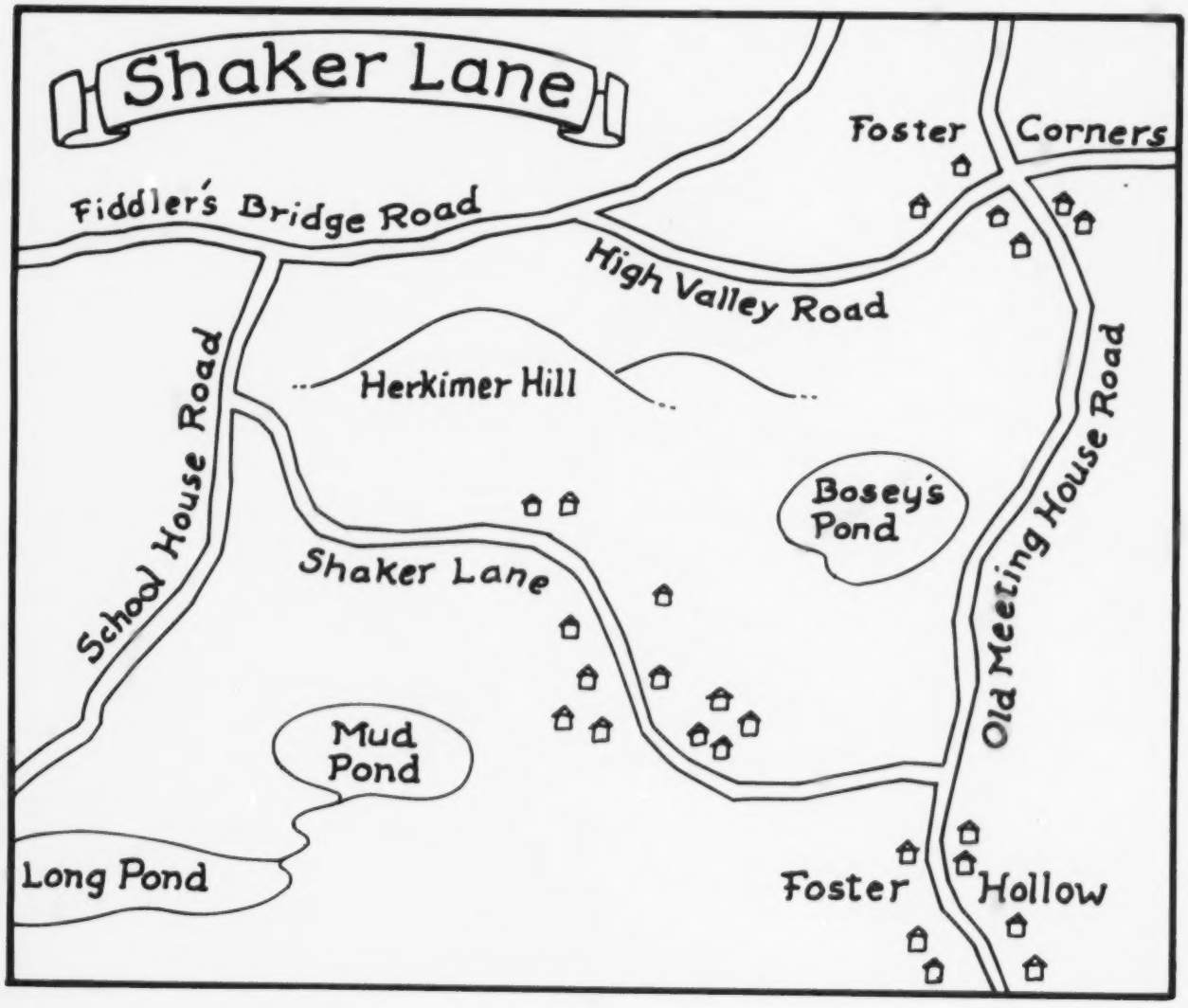
(Paste)



To the teacher: Permission is granted to reproduce this page.

©1994 Creative Publications

Shaker Lane Map



To the teacher: Permission is granted to reproduce this page.

©1994 Creative Publications

Play Money

To the teacher: Permission is granted to reproduce this page.

©1994 Creative Publications

Windows On Social Studies: Multicultural Adventures Through Literature (Gr. 1–3) by Joan Westley and Holly Melton. This important new program approaches social studies through the richness of children's literature. The program introduces 32 books that take children on journeys around the world, providing glimpses into diverse peoples' lives, both long ago and today. The books are organized around four social studies themes—Long Ago Times, Across America, Around the World, and Folktales and Legends. The themes form the basis for four 64-page teacher resource books filled with enriching activities. Key social studies concepts are developed through discussions and activities, such as making pottery, creating three-dimensional maps; discovering family histories; cooking foods from different cultures; making music and dramatizing stories; conducting surveys and charting responses; solving problems; creating legends; and more.

Long Ago Times (*Cat. No. 81101*): *When I Was Young in the Mountains*; *A New Coat for Anna*; *Dakota Dugout*; *Follow the Drinking Gourd*; *The Keeping Quilt*; *The Adventures of Obadiah*; *When Clay Sings*; *Sarah Morton's Day*

Across America (*Cat. No. 81106*): *Just Plain Fancy*; *Angel Child, Dragon Child*; *Annie and the Old One*; *Tar Beach*; *Three Stalks of Corn*; *How My Parents Learned to Eat*; *Shaker Lane*; *Ragtime Tumpie*

Around the World (*Cat. No. 81102*): *A Balloon for Grandad*; *The Village of Round and Square Houses*; *The Chalk Doll*; *Our Home Is the Sea*; *Abuela's Weave*; *Where the Forest Meets the Sea*; *Tonight Is Carnaval*; *Galimoto*

Folktales and Legends (*Cat. No. 81103*): *Bringing the Rain to Kapiti Plain*; *A Drop of Honey*; *The Legend of the Indian Paintbrush*; *Tikki Tikki Tembo*; *The Woman Who Outshone the Sun*; *A Story–A Story*; *Momotaro, the Peach Boy*; *Llama and the Great Flood*

For prices and other information about **Windows on Social Studies**, please see the current Creative Publications Catalog.

Creative Publications
1300 Villa Street ♦ Mountain View, CA 94041

Cat. No. 81106

BEST COPY AVAILABLE